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for the instruction of the

N567

deaf and dumb.

Annual report.

33, 1851.



371.912  
N567

THIRTY-THIRD ANNUAL REPORT

*Roswell*

AND

DOCUMENTS

OF THE

NEW-YORK INSTITUTION FOR THE INSTRUCTION

OF THE

DEAF AND DUMB,

To the Legislature of the State of New-York, for the Year 1851.



ALBANY:

C. VAN BENTHUYSEN, PRINTER TO THE LEGISLATURE,

No. 407 Broadway.

.....

1852.







# ALPHABET FOR THE DEAF AND DUMB.

A a



B b



C c



D d



E e



F f



G g



H h



I i



J j



K k



L l



M m



N n



O o



P p



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S s



T t



U u



V v



W w



X x



Y y

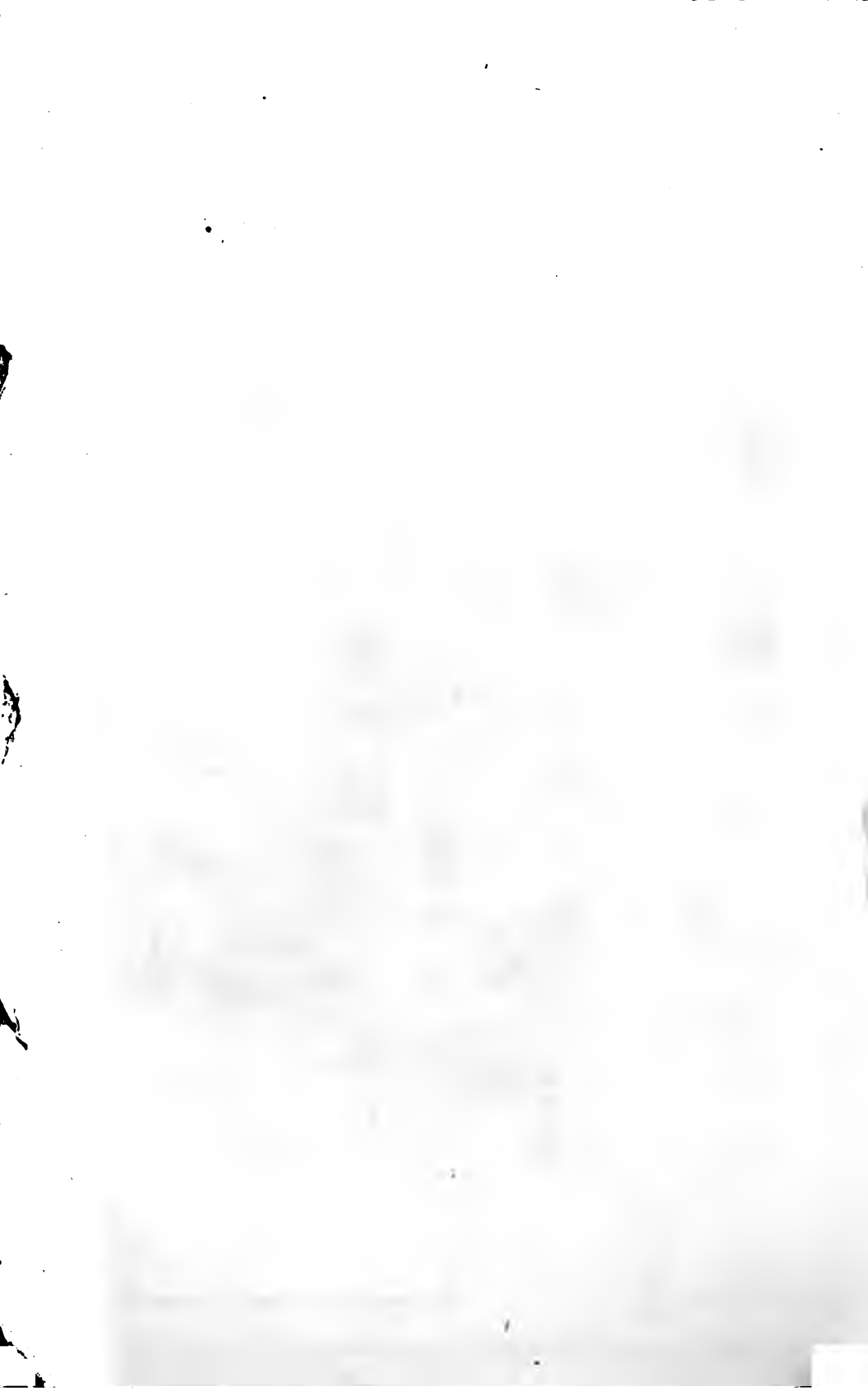


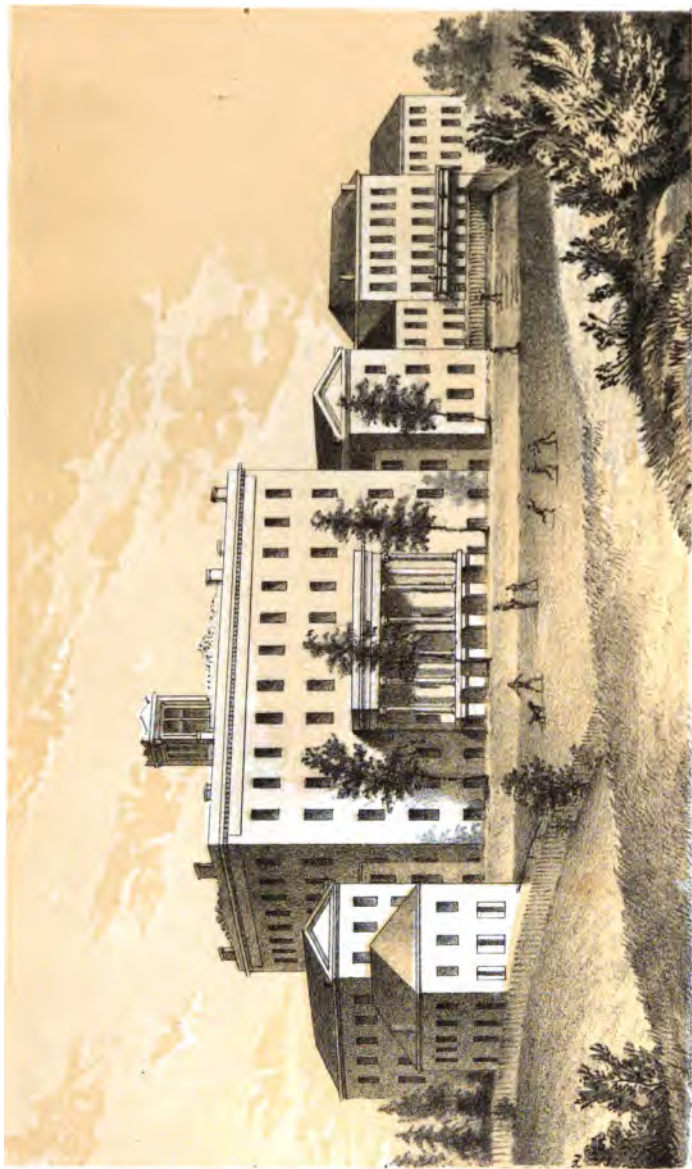
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&c







NEW YORK INSTITUTION FOR THE INSTRUCTION OF THE DEAF AND DUMB.

*Lith. of Savory & Morgan. 477 Fulton St. N. Y.*



6

# THIRTY-THIRD ANNUAL REPORT





THE GREAT HALL OF THE UNIVERSITY OF CALIFORNIA

# **State of New-York.**

---

**No. 112.**

---

**IN ASSEMBLY, FEB. 27, 1852.**

---

## **THIRTY-THIRD ANNUAL REPORT**

**Of the New-York Institution for the Instruction of the  
Deaf and Dumb.**

SECRETARY'S OFFICE, }  
*Albany, February 27, 1852.* }

**HON. J. C. HEARTT,**

*Speaker of the Assembly :*

SIR,—I herewith transmit the thirty-third annual report (and documents) of the New-York Institution for the Instruction of the Deaf and Dumb, to the Legislature of the State of New-York. •

Very respectfully,

Your obedient servant,

**HENRY S. RANDALL,**

*Secretary of State.*





# **State of New-York.**

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**IN ASSEMBLY, FEB. 27, 1852.**

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## OFFICERS AND DIRECTORS.

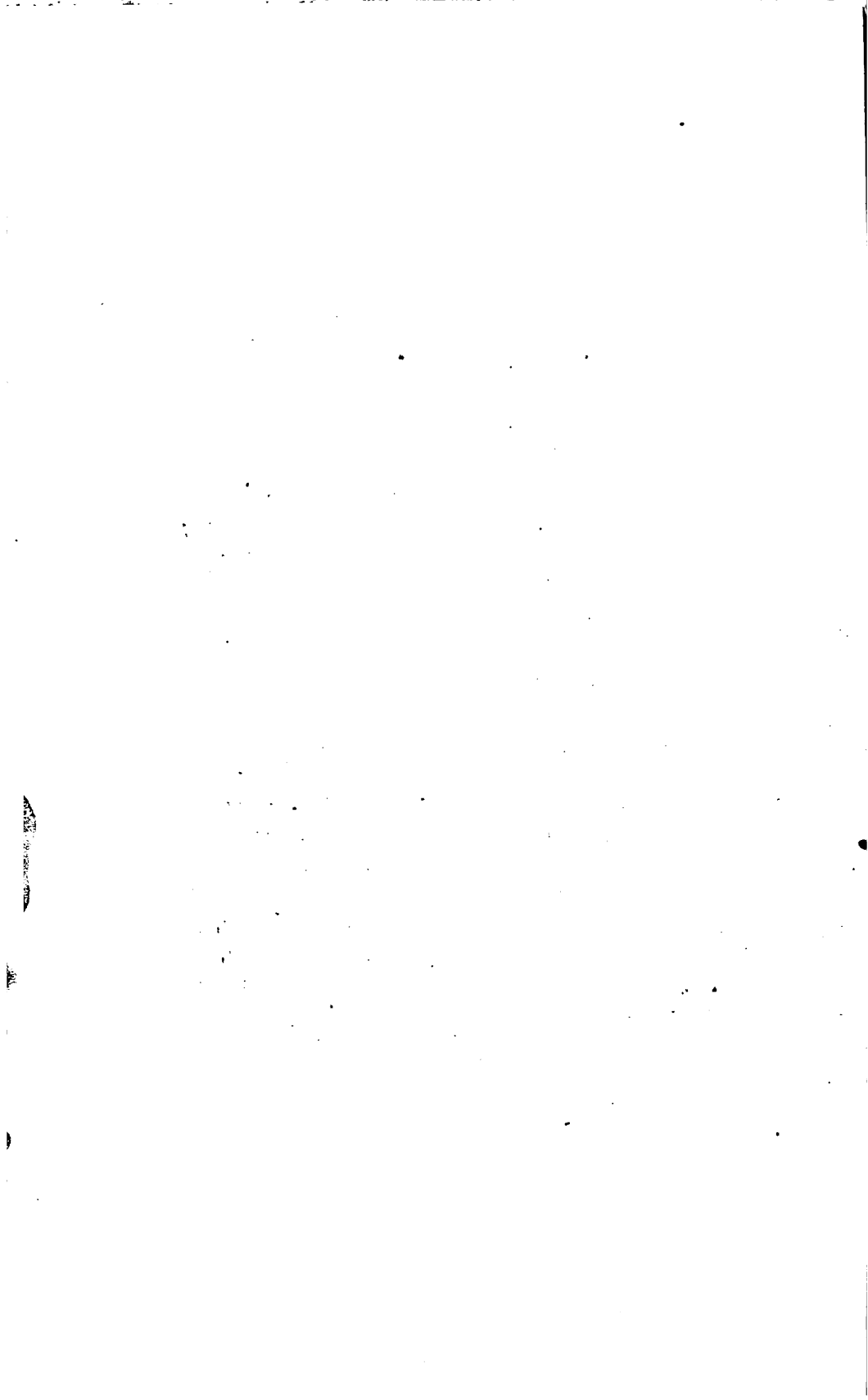
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HARVEY P. PEET, LL. D., *President.*  
PROSPER M. WETMORE, *First Vice-President.*  
TIMOTHY HEDGES, *Second Vice-President.*  
ROBERT D. WEEKS, *Treasurer.*  
GEORGE S. ROBBINS, *Secretary.*

---

LEWIS SEYMOUR,  
SHEPHERD KNAPP,  
AUGUSTIN AVERILL,  
SAMUEL S. HOWLAND,  
HENRY E. DAVIES,  
WILLIAM W. CAMPBELL,  
BENJAMIN R. WINTHROP,  
ISRAEL RUSSELL,  
JOHN C. GREEN,  
MOSES TAYLOR,

FRANCIS HALL,  
REV. G. T. BEDELL,  
GEORGE J. CORNELL,  
CHARLES N. TALBOT,  
J. T. METCALFE,  
REV. WM. ADAMS, D. D.,  
JAMES W. BEEKMAN,  
WILLIAM H. SMITH,  
JOSEPH LAWRENCE,  
JOHN DUER.



## INTELLECTUAL DEPARTMENT.

---

*President of the Institution,*

HARVEY PRINDLE PEET, LL. D.

*Professors and Teachers,*

DAVID ELY BARTLETT, M. A.,	ISAAC HOYT BENEDICT,
JACOB VAN NOSTRAND, M. A.,	EDWARD PEET, M. A.,
THOMAS GALLAUDET, M. A.,	WILLIAM HENRY WEEKS,
ISAAC LEWIS PEET, M. A.,	JAMES S. WELLS,
JEREMIAH WOOD CONKLIN,	JANE TOMLINSON MEIGS,
GILBERT C. W. GAMAGE,	ELIZABETH CHESTER BACON,
SILENCE TABER	

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## DOMESTIC DEPARTMENT.

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*Attending Physician,*

NICHOLAS MORRELL, M. D.

*Consulting Physician,*

JOHN T. METCALFE, M. D.

*Steward,*

EDMUND B. PEET.

MRS. HARRIET STONER, *Matron.*

MRS. LOUISA A. FRISBIE, *Assistant.*

---

## MECHANICAL DEPARTMENT.

---

JOHN C. MILLER, *Book-binder.*

WM. M. GENET, *Cabinet maker.*

SAMUEL S. STURGES, *Tailor*

GEORGE MOORE, *Shoemaker*

GARRET MEAD, *Gardener.*



## THIRTY-THIRD ANNUAL REPORT.

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The Board of Directors of the New-York Institution for the Instruction of the Deaf and Dumb, respectfully submit to the Legislature their Thirty-Third Annual Report, for the year 1851.

The past year has been marked by an unusual number of embarrassing events; still the prosperity and usefulness of the institution have received no check. The difficulties growing out of the temporary absence of the President, on his long projected mission to the schools for deaf mutes in Europe, and the more recent resignation of three of the most experienced instructors, have severely tasked those who have remained, but the trial has been gone through in a manner, to show, more strikingly than before, the excellence of the general system of instruction and superintendence, the thoroughness and efficiency with which its operations are carried on, and the ability, faithfulness and zeal of the instructors.

By the treasurer's account, a copy of which is herewith submitted, it will be seen that the receipts of the institution from all sources during the year just closed, have amounted to thirty-eight thousand five hundred and twenty-six dollars, and sixty-six cents: and the disbursements, including the balance of two hundred sixty-six dollars and fifty-nine cents, due the treasurer at the close of the year, 1850, have been forty thousand one hundred and five dollars and forty-four cents; leaving, on the 31st day of December, 1851, a balance due the treasurer of fifteen hundred seventy-eight dollars, and seventy-eight cents.



## TREASURER'S ACCOUNT FOR 1851.

*For Groceries and Provisions.*

Butchers' meats, 43,437 lbs., -----	\$3,180 67
Fresh fish, 300 lbs.,-----	24 00
"    shad, 210,-----	46 20
• Salted mackerel, 2 bbls.,-----	20 50
codfish, 410 lbs.,-----	12 65
hams, 660 lbs.,-----	82 19
tongues, 16,-----	12 50
Smoking hams, 12, -----	75
Fresh pork, 3,450 lbs., -----	241 57
loin, 594 lbs., -----	49 46
Poultry,-----	73 45
Oysters, 9,800,-----	73 71
Sausages, 275 lbs.,-----	22 96
Head cheese, 150 lbs.,-----	8 24
Dried beef, 12 1-2 lbs.,-----	1 56
Butter, 10,828 1-2 lbs.,-----	1,961 36
Cheese, 906 lbs.,-----	74 51
Lard, 420 lbs.,-----	46 53
Flour 338 bbls.,-----	1,641 06
Rye flour, 7 bbls.,-----	26 28
Corn meal, 1,150 lbs.,-----	18 89
Rice, 2,709 lbs.,-----	96 93
Sugar, brown, 8,479 lbs.,-----	560 33
white, 3,766 lbs.,-----	301 42
Molasses, N. Orleans, 1,124½ galls.,-----	378 92
Coffee, Maracaibo, 1,430 lbs.,-----	175 44
roasted, 23½ lbs.,-----	3 56
roasting, 1,593 lbs.,-----	9 17
Tea, Young Hyson, 256½ lbs.,-----	150 19
Oolong, 108½ lbs.,-----	47 03
Eggs, 4,173,-----	58 12
Milk,-----	3 25
Crackers, 215 lbs.,-----	13 13
Potatoes, 670 bush.,-----	563 14
sweet, 9 bbls.,-----	15 00
Apples, 25 bbls.,-----	56 88
Peaches, 20 baskets,-----	29 38

---

Carried forward,----- \$10,080 93

Brought forward,-----	\$10,080 93
Pears, 1 basket,-----	1 00
Plums, 2 bushels,-----	7 00
Strawberries, 1,201 baskets,-----	44 25
Raspberries, 900 baskets,-----	72 00
Blackberries, 91 qts.,-----	11 42
Whortleberries, 64 qts.,-----	8 37
Quinces, 2 bbls.,-----	5 75
Melons, 2 bbls. and 2 baskets,-----	4 75
Turnips, Russia, 113 bushels,-----	37 94
Pumpkins, 4,-----	1 63
Green corn, 400 ears,-----	2 50
peas, 3 bbls.,-----	6 00
Cranberries, 1 bush.,-----	4 00
Dried apples, 339 lbs.,-----	20 34
currants, 8 lbs.,-----	64
whortleberries, 5 qts.,-----	1 25
Raisins, 9 boxes,-----	10 82
Almonds, 24 lbs.,-----	8 40
Oranges, 98,-----	3 00
Lemons, 6 doz.,-----	1 50
Ice cream, 60 qts.,-----	22 50
Ice, 5,380 lbs.,-----	13 58
Vinegar, 10 bbls.,-----	35 00
Cider, 1 bbl.,-----	4 50
Fine salt, 13 sacks,-----	19 66
Pepper, gr'd, 90 lbs.,-----	9 30
Mustard, 12 lbs.,-----	3 16
Salad oil, 13 bottles,-----	3 92
Malt, 1½ bushels,-----	2 07
Hops, 12 lbs.,-----	5 21
Yeast, 65 qts.,-----	2 60
Saleratus, 21 lbs.,-----	1 50
Pork barrels, 2,-----	1 50
¼ gall. brandy,-----	1 00
Carb. ammonia, 2 lbs.,-----	50
Calves' feet,-----	25
Caraway seed, 1 lb.,-----	13
Salt Petre,-----	12
Mace, 2 oz.,-----	12

---

Carried forward,----- \$10,460 11

Brought forward,----- \$10,460 11

*Salaries and Wages.*

President, Professors and Teachers,-----	\$9,936 93	
Steward, Matron and Assistant Matron,--	1,225 00	
Housekeeper, Baker and Cook,-----	420 00	
Waiters, Chambermaid and Laborers,----	799 96	
		<hr/> 12,381 89

*For Clothing.*

Grey cloth, 218½ yds, -----	\$324 65
Green cloth, 36 yds., -----	53 04
Kentucky Jean, 428½ yds.,-----	159 56
Blue French cloth, 6½ yds.,-----	14 69
Doeskin, 2½ yds., -----	6 25
Vesting, -----	4 50
Brown linen, 347½ yds.,-----	51 05
Striped drilling, 32½ yds.,-----	3 71
Frock coats, 4,-----	22 00
Round jackets, 3,-----	13 50
Sack coats, woolen, 2,-----	9 00
linen, 1,-----	1 50
Pantaloon, 8,-----	35 25
Cloth suit, 1,-----	12 00
Vests, 3,-----	5 50
Caps, cloth, 88,-----	43 59
Boots, 8 pair,-----	29 25
repairing,-----	24 96
Shoe blacking, 30 lbs.,-----	6 00
Hose, woolen, 12 doz ,-----	33 00
Undershirts and drawers, 2 pair,-----	2 38
Suspenders, 7,-----	8 37
Handkerchiefs, cotton, 110,-----	10 70
Cutting boys' hair,-----	10 20
Razors, 1 doz.,-----	3 00
Soap, shaving, 3½ doz.,-----	3 37
Strops, 1 doz., \$2.25; brushes, 1 doz., \$1.13,	3 38
Skates and straps,-----	19 78
Combs, ivory, 5½ doz.,-----	18 68
wood, 4 gross,-----	1 12
Tooth brushes, 2 doz.,-----	3 00
Prints, 1867½ yds.,-----	73 75
M. delaine, 598 yds.,-----	83 94

Carried forward,----- \$1,094 67 \$22,842 00

Brought forward,-----	\$1,094 67	\$22,842 00
Jaconet muslin, 229½ yds.,-----	53 76	
Swiss " 63½ yds.,-----	15 30	
Gingham, 232½ yds.,-----	35 94	
Plaid muslin, 183 yds.,-----	33 34	
Lawn, 43½ yds.,-----	8 74	
Merino cashmere, 52 yds.,-----	16 64	
Parametta, 11½ yds.,-----	6 87	
Tarleton, 11½ yds.,-----	3 22	
Barege, 8 yds.,-----	3 00	
Linen gingham, 32 yds.,-----	9 65	
Hats and bonnets, 47,-----	38 00	
Bleaching bonnets,-----	3 25	
Muslin, white, 1,438½ yds.,-----	87 05	
brown, 845½ yds.,-----	85 22	
printed, 16 yds.,-----	2 00	
Bleached drilling, 92 yds.,-----	9 20	
Cambric, 18 yds.,-----	1 98	
Flannel, 10 yds.,-----	3 75	
Canton, 6 1-4 yds.,-----	6 40	
Chintz, 28 1-4 yds.,-----	4 99	
Linen, 2 yds.,-----	1 65	
Satin de chene, 1 yd.,-----	1 88	
Shawls, 6 yds.,-----	9 00	
Mantilla, 1 yd.,-----	9 00	
Hose, cotton, 219 pr.,-----	42 99	
Mittens, 96 pr.,-----	18 87	
Hdkfs, linen, 7 1-2 doz.,-----	25 00	
Ribbons and lace,-----	45 48	
Edging,-----	12 68	
Buttons, silk and agate,-----	11 26	
Spool cotton, 34 doz.,-----	11 82	
Cotton yarn, 8 lbs.,-----	7 46	
Gloves, kid, 3 pr.,-----	4 19	
Thread, needles and trimmings,-----	80 54	
Making dresses,-----	9 15	
Shoes, 38 prs.,-----	34 62	
Slippers, 79 prs.,-----	49 75	
Gaiters, 7 prs.,-----	9 23	
India rubber overshoes, 4 prs.,-----	3 88	
Indelible ink, 15 oz.,-----	7 50	

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Carried forward,----- \$1,918 92 \$22,842 00

Brought forward,-----	\$1,918 92	\$22,842 00
Castile soap, 33 1-2 lbs,-----	4 02	
Spectacles, -----	3 00	
Funeral expenses,-----	24 50	
Cash advanced pupils,-----	640 09	
	<hr/>	2,590 53

For clothing and cash advanced pupils per foregoing account,-----	\$2,590 53	
For shoes and repairs for pupils, per shoe shop account,-----	924 41	
For clothes, making and trimming for pupils, per tailor's account,-----	534 58	
	<hr/>	
Total for clothing,-----	\$4,049 52	

*For Building and Repairs.*

Gas furnace and apparatus,-----	\$350 00	
Slide pendants, 20, -----	90 00	
Gaspipes, burners, fitting and repairing---	102 25	
Cooking apparatus, iron castings, 3,225 lbs, do mason's work and ma- terials,-----	133 25	
	26 31	
Iron railing, 64 feet,-----	128 50	
2 scrolls,-----	30 00	
Lumber,-----	103 01	
Carpenter's work,-----	270 00	
S. B. Furbush's bill for paints and painting,	218 44	
Mason's work and materials,-----	178 09	
Plumber's bills,-----	91 80	
Iron pipes and faucets for boys wash-room,-	52 09	
Hardware and repairing locks,-----	57 59	
Paints, oil, glass and varnish,-----	53 21	
Whitewashing and materials,-----	20 19	
Papering rooms,-----	19 79	
Cleaning and repairing hot-air furnaces,---	19 57	
Rod iron and blacksmith's bill,-----	16 09	
Dressing garden curb, -----	8 00	
Canal barrows, 3,-----	6 75	
	<hr/>	1,974 93

Carried forward,----- \$27,407 46

Brought forward,----- \$27,407 46

*For Fuel and Lights.*

White ash coal, 167 1-20 tons, (2,240) lbs,-	\$630 20
Liverpool, do. fine, 4 3-4 chaldrons,-----	18 25
Charcoal, 568 barrels,-----	252 69
Oak and pine wood, 21 loads,-----	43 47
Rosin, 83 barrels,-----	134 50
Coke, 19 bushels,-----	2 00
Whale oil, 150 gallons,-----	75 00
Sperm do. 12 do.-----	14 06
Camphine, 80 do.-----	44 48
Candles, -----	44 99
Matches, 4 1-4 gross, -----	6 38
Cleaning gas pipes,-----	3 50
Lamp wicks,-----	56

---

1,270 08
*For Furniture.*

Crockery, -----	\$278 02
Stoves and repairing,-----	178 19
Iron bedsteads, 65,-----	415 00
Mattresses, moss, 21,-----	73 50
Mattresses, making over, 92,-----	78 58
Moss, 110 lbs., -----	17 49
Feathers, 40 lbs.,-----	17 50
Pillows, feather, 12,-----	12 00
Straw, 885 bdles.,-----	32 40
Muslin, brown 761 1-4 yds.,-----	82 16
Sheeting, 218 yds.,-----	36 53
Cambric, col'd, 530 1-2 yds.,-----	48 89
Drilling, 368 3-4 yds.,-----	30 94
Counterpanes, white and col'd., 22,-----	33 62
Blankets, 22 pair,-----	53 00
Cotton batts, 100 lbs.,-----	10 50
Burlaps, 100 yds.,-----	11 00
Tow cloth, 50 yds.,-----	5 50
Towelling,-----	14 14
Crash, 115 yds.,-----	8 63
Cot sackings, 4 yds.,-----	4 00
Bed screws and cord,-----	1 74

---

Carried forward,----- \$1,443 33 \$28,677 54

Brought forward,-----	\$1,443 33	\$28,677 54
Looking glasses, 26,-----	12 63	
Window shade and trim'gs,-----	2 50	
Chairs, 2 doz.,-----	16 00	
Stools, 3 doz.,-----	10 50	
Brooms, 12 doz.,-----	21 00	
White wash brushes, 3,-----	4 37	
Scrub brushes, 10,-----	2 56	
Dust do. 8,-----	3 00	
Window do. 3,-----	2 50	
Sweeping do. 2,-----	2 63	
Knives and forks,-----	59 33	
Teaspoons, 3 1-2 gross,-----	6 60	
Coal hods, 4,-----	2 73	
Wooden pails, 6,-----	1 31	
Tin ware, kitchen furniture and repairing,--	98 37	
		<hr/> 1,689 36

*For Stable.*

Hay, 41,793 lbs.,-----	\$311 14	
Straw, 838 bundles,-----	27 05	
Oats, 588 bushels,-----	306 19	
Fine feed, 1,323 bushels,-----	312 90	
Corn meal, 5,300 lbs.,-----	78 76	
Oil meal, 5,300 lbs.,-----	75 85	
Smiths bill, shoeing horses, &c.,-----	56 75	
“ “ repairing wagons, &c.,-----	116 75	
Harness and repairing,-----	28 55	
India rubber horse and wagon covers,-----	9 50	
Sundries,-----	2 71	
Wages of stableman,-----	144 00	
		<hr/> 1,470 15
Stock, tools and wages, for bookbinding,-----	681 21	
shoe shop,-----	946 45	
cabinet shop,-----	573 86	
Tailors' wages, and trimmings for tailors' shop,-----	663 57	
Gardener's wages, tools, seeds, manure, &c.,-----	380 37	
Soap, starch and labor for washing,-----	692 15	
Medicines and professional attendance,-----	244 19	
Books, slates, crayons and stationery, for schools,-----	283 30	
		<hr/>
Carried forward,-----	\$36,302 15	

Brought forward,-----	\$36,302 15
Binding Course of Instruction, &c.,-----	54 17
Interest 1 year on bond to the corporation of the city of New-York, of \$28,000,-----	1,680 00
Expenses of delegation to Europe,-----	933 08
Albany,-----	124 05
Printing annual report, views of building, &c.,-----	125 80
Freight of legislative reports, &c., from Albany,-----	8 50
Printing notices, circulars, &c.,-----	28 62
Insurance,-----	270 23.
Stationery,-----	80 06
Railroad and stage fare,-----	87 12
Postage,-----	75 32
Advertising,-----	31 87
Discount,-----	13 75
Coins for cabinet,-----	20 00
New-York city directory,-----	2 25
Repairing thermometers, 3,-----	1 88
	<hr/>
	\$39,838 85
Balance due Treasurer, January 1st, 1851,-----	266 59.
	<hr/>
	\$40,105 44
	<hr/>

## RECEIPTS.

From Comptroller of State, for State pupils' board and tuition,-----	\$20,800 00
Comptroller of State, per act April 3d, 1834,--	5,000 00
Regents of the University,-----	506 92
Comptroller of the city of New-York, for board and tuition of 16 pupils,-----	2,080 00
Treasurer of the State of New Jersey, for board, tuition and clothing of pupils from said State,-----	2,353 33
Comptroller of the city of New-York, for clothing city and State pupils from said county,--	360 00
	<hr/>
Carried forward,-----	\$31,100 25



Brought forward,-----			\$31,100 25
From Treasurer of Livingston county, clothing State			
pupils from said county			20 00
Montgomery,	do	do	120 00
Schoharie,	do	do	80 00
Niagara,	do	do	40 00
Oswego,	do	do	180 00
Saratoga,	do	do	20 00
Rockland,	do	do	60 00
Chautauque,	do	do	80 00
Wyoming,	do	do	20 00
Oneida,	do	do	200 00
Essex,	do	do	60 00
St. Lawrence,	do	do	200 00
Chemung,	do	do	60 00
Steuben,	do	do	100 00
Onondaga,	do	do	120 00
Cayuga,	do	do	20 00
Fulton,	do	do	60 00
Greene,	do	do	40 00
Broome,	do	do	40 00
Suffolk,	do	do	20 00
Dutchess,	do	do	20 00
Tompkins,	do	do	140 00
Franklin,	do	do	97 40
Otsego,	do	do	40 00
Washington,	do	do	20 00
Monroe,	do	do	120 00
Rensselaer,	do	do	20 00
Madison,	do	do	20 00
From clothing and cash furnished pupils clothed by			
friends, -----			628 86
paying pupils, board and tuition,-----			2,847 00
work done in book-binding,-----			960 70
cabinet shop,-----			293 39
tailors' shop,-----			192 13
shoe shop,-----			37 01
sales of hogs, \$42; keeping horse, \$192,-----			234 00
vegetables, \$30.44; empty barrels, \$18.74			49 18
old bedsteads, \$6.75; boarders \$13,----			19 75
rent of cottage,-----			60 00
Carried forward,-----			\$38,439 66

	Brought forward,-----	\$38,439 66
From	Joseph Lawrence, Esq., life-membership,-----	30 00
	J. T. Metcalfe, M. D., do -----	30 00
	George J. Cornell, Esq., annual subscription,--	3 00
	Rev. J. T. Bedell, do ----	3 00
	Rev. William Adams, D. D., do ----	3 00
	Hon. W. W. Campbell, do ----	3 00
	Samuel Willets, Esq., donation,-----	10 00
	Mr. Melville, London, donation,-----	5 00
		<hr/>
		\$38,526 66
	Balance due Treasurer, January 1st, 1852,-----	1,578 78
		<hr/>
		\$40,105 44
		<hr/>

## CITY AND COUNTY OF NEW-YORK, ss :

Personally appeared before me Robert D. Weeks, Treasurer of the New-York Institution for the Instruction of the Deaf and Dumb, who being by me duly sworn, did depose and say that the foregoing accounts are true, according to the best of his knowledge and belief.

JAMES HILLYER,

*Commissioner of Deeds.**January 31st, 1852.*

The list of pupils returned to the last Legislature, embraced two hundred and twenty-seven names. Of these, thirty-three have left, and one has died. During the year, forty-nine new pupils have been admitted, and one former pupil re-admitted. The number of pupils on the last day of December, 1851, as will appear by the accompanying catalogue, is two hundred and forty-three; exhibiting a large increase on the highest number hitherto returned.

There are also six graduates of the institution employed in the department of instruction, and nine in the domestic and mechanical departments, making the whole number of deaf mutes resident in the institution two hundred and fifty-eight. If we include those who were present during the first six months of the year, as is the case in some institutions, the whole number who have been here within the year, will amount to two hundred and seventy-seven.

Of the whole number of pupils, one hundred and sixty are beneficiaries of the State of New-York, sixteen of the city of New-York, and fifteen of the State of New Jersey. Their own friends defray, in whole or in part, the expenses of twenty-four; and the remainder, twenty-eight, are for the present term boarded and instructed gratuitously.

We have repeatedly mentioned the arrangement with the Superintendent of Common Schools, under which, for several years past, the institution has received gratuitously, all suitable applicants, in anticipation of vacancies in the State list. The number of such applicants, upon whom we cannot resolve to shut the doors of the institution, has of late become so large that the funds at our disposal prove inadequate to their maintenance. Besides their board, the number of these gratuitous boarders, make necessary the services of two or three additional teachers; and for their accommodation, large additions to the buildings are required, some of which have been erected, while our present means are inadequate to the erection of others equally important.

And besides the considerable number whose board and instruction are entirely gratuitous, there are several pupils belonging to families whose circumstances are such as to preclude their applying for the admission of their children as State pupils; but who are still unable, without great sacrifices, to defray the full cost of their board and tuition. In such cases, after the parent or guardian has paid an equitable proportion, the balance falls upon the institution.

Finding ourselves thus embarrassed, and in danger of either being obliged to reject deserving applicants who, if not admitted when their friends have incurred the trouble and expense of bringing them from a distance, may sometimes be, thenceforward, kept at home till their chance for instruction is lost; or, on the other hand, to abandon some very desirable and long contemplated improvements, the Board have decided to present to the Legislature, at an early day of its present session, a memorial asking for an increase in the present number of State pupils.

This number was fixed seven years ago, since which time the population of the State has increased by nearly half a million; and that there has been a corresponding increase in the number of deaf-mute children, the increased number of applications leaves no room to doubt. We therefore respectfully urge that the time has arrived when the number of State beneficiaries should again be enlarged.

We would also respectfully submit the justice and expediency of removing the restrictions on the number of State pupils, and of empowering the Superintendent of Common Schools to admit at once all applications which shall be accompanied by satisfactory evidence that the applicants are within the provisions of the law. It is difficult to see what good end can be served, by limiting the number of State pupils to one hundred and sixty, or even two hundred. The last mentioned number might be sufficient to meet all proper applications for a few years ; but sooner or later the inconvenience now complained of would recur. Those who are thus crowded out of the list of State pupils, unless the funds of the institution happen to be such as to enable us to admit them gratuitously, (which we have proved by experience can seldom be done without greatly cramping our efforts in the way of improvement,) must wait, in many cases, till the most favorable time of instruction has gone by, and, in some cases, form such connections, as apprentices or otherwise, that their chance for instruction will be lost forever.

We may add that, while the result of five or six enumerations of the deaf-mute population of our State, extending over a quarter of a century, shows that this class of persons may always be expected to increase with the increase of the general population, yet the proportion of deaf mutes to the whole population is somewhat fluctuating. At one period, either from temporary causes or from mere accident, (as it is customary to express dispensations of Providence for which no natural causes are known to us,) this proportion may be much greater in a given district than at a period a few years earlier or later. Hence it is evident that whatever number of State pupils shall be prescribed, based on calculations of the probable number of deserving applications, a time may come when, from an unforeseen increase of deaf-mute children, the provision for their instruction may prove quite inadequate.

The principle has long since been admitted, as a cardinal one, in the policy of the State, that all the children of the State have a claim on the State for the means of education ; and, in the case of the deaf and dumb, that claim is stronger as their moral and intellectual destitution surpasses that of all others. No one, surely, ever thought of enacting that any primary or other school, destined to educate the children of a given district, shall be restricted to a certain number of pupils ; and why should any such restriction be applied to a school destined to educate all the children of a certain class in the State ? a class to whom the question, whether they

shall be educated or not, is most emphatically a question of moral life or death.

Nor should the great State of New-York forget that several of her sister States, for instance, Massachusetts, Ohio and Indiana, had already fully recognized the principle for which we contend, and now provide the means of education, without limitation as to number, for all their children whom Providence may see fit to deprive of hearing and speech. We are confident our State will not long rest content to be outdone in good works.

The details of the seventh census have not yet been made public. Consequently we have lacked the materials to make the calculations on the statistics of the deaf and dumb we proposed in our last report. But these details will doubtless appear in time to digest the statistics in question for our next annual report.

As we have intimated, the recent increase of pupils has made it absolutely necessary to enlarge our means of accommodation. We have accordingly had built, on the east wing of the house, filling the space hitherto left open between the main building and the shops, a new wing thirty by twenty-four feet, and three stories high, including the basement. The basement story is destined for a bathing room, the two upper stories for dormitories. This addition to the institution, the cost of which will be about two thousand dollars, was commenced in October, and is now nearly ready for use.

There now exists a pressing necessity for enlarging the shops, for it requires no argument to show that the shop-room that was amply sufficient in 1842, when the present range of shops was built, will be very insufficient, now that the number of pupils, and of course the number of boys and girls, who desire to learn trades, has increased by full one-half. The Board has for some time designed to erect a separate building for a stable and store-rooms, and to convert into shops that wing of the range erected in 1842, now used for the former purposes; but this important measure has been necessarily deferred from the want of funds. When this most desirable improvement is accomplished, we shall endeavor to increase the number of trades now offered to the choice of our pupils.

The Board fully coincides with the opinion of the distinguished and experienced member who acted as their committee to conduct the annual examination, (the customary report of which is

annexed,) that printing is a very eligible trade for deaf mutes; and one, the prosecution of which, in connection with the institution, would offer many advantages.

With devout thankfulness we record that the past year, like so many of its predecessors, has been, on the whole, one of mercies in respect to that greatest of earthly blessings, health. The only noticeable exception was the partial prevalence of measles, under a mild form, for a few weeks in spring and early summer. Only once, during the year, in our family of more than two hundred and fifty persons, has death been commissioned to remind us that earthly hopes are uncertain, and all human precautions at times insufficient. This case was that of an interesting and promising girl from the western part of the State, who, shortly after the reassembling of the school in the fall, was removed by a fever of only a few days continuance.

When it is recollected that in many, perhaps in a majority of our pupils, deafness is one of the evidences of a hereditary or acquired tendency to scrofulous diseases, we should expect to find a miscellaneous collection of two or three hundred deaf-mute children and youth, at least as liable to disease and death as an ordinary community of equal numbers. The reverse, however, is happily the fact. It would be difficult to find in the most healthy part of the State, a village of two or three hundred souls, in which, year after year, there is so little sickness and so few diseases even among that portion of the population embraced within the limits of the same ages, as in the family of the Institution. Facts like these should allay the natural anxiety of parents in parting with their children, by assuring them that all our pupils have the benefit of all the best precautions and remedies that experience and medical skill can suggest for the preservation and restoration of health. And it is unnecessary to argue that continual health, while it is the prime condition of happiness and intellectual improvement, is at the same time one of the best evidences of cheerfulness and contentment.

Since the introduction from Europe, thirty five years ago, of the method of deaf-mute instruction believed to have been then the best existing, many improvements have been made by American teachers; and many have also, we doubt not, been made in the European schools. While we have reason to believe our system, as estimated by its results, will not, on the whole, suffer by comparison with those of the transatlantic schools, we have always been willing to concede

that some things might be found in these schools worthy of imitation by American teachers.

At two former periods this Board made special efforts to obtain a knowledge of the practice as well as the theories of European schools from which any valuable suggestions might be derived by our teachers. More than twenty years ago, we obtained from the Institution of Paris, a teacher, who spent four years in our service, and was well qualified to introduce favorably whatever real improvements had been made since the death of Sicard, in that celebrated school. More recently, in 1844, we commissioned the Rev. Mr. Day, a gentleman of character, talents and experience in the subject of deaf-mute instruction, to examine the schools in Central and Western Europe, and especially in Germany. His very able report, while it offered to our teachers some suggestions that have been practically improved, left on the whole the conviction that we had little to learn from the schools for deaf mutes in Germany or Great Britain. The report, by Mr. Weld of Hartford, of a very extensive examination of the same year, of the schools in the same countries, brought added strength to this conviction ; which was subsequently further confirmed by one or two members of the Board who had visited some of the British schools.

Still such researches well conducted, and at suitable intervals, can scarcely fail to benefit our schools, by enabling our teachers to profit both by the successes and by the failures of the hundreds zealously engaged in the same cause in Europe; or at least by giving as arguments to check the zeal without knowledge of innovators, who urge us to adopt methods of instruction practiced on the other side of the Atlantic, which may have caught their fancies.

For these reasons, the President of the Institution, by the desire and authority of the Board, spent several months of the past year in European travel, choosing a different route from that taken by Messrs. Day and Weld, and enjoyed every facility for a thorough examination of those schools that he was able to take in his way, comprising some of the most distinguished in France, Italy, Switzerland, Belgium and Great Britain. Among the fruits of his travels is a valuable addition to the library of the Institution, embracing some rare works on the early history of the art. His report of this tour, annexed to this report, will command the attention of all interested in the subject of deaf-mute instruction.

The general conclusions to which Dr. Peet arrived, as the result of his careful and extensive observations, it will be seen, were that, in the matter of intellectual instruction, we have very little to learn from European schools ; while in the very important point of religious instruction *they* are painfully inferior. In respect to domestic arrangements, he found much to commend in some of them, though his observations on this point rather go to confirm our previous views than to suggest improvements. But the principal value of Dr. Peet's report will be found in the additional evidence which it presents of the inutility of teaching articulation to deaf mutes, except in a few cases where extraordinary labor has been bestowed on pupils of rare docility.

Notwithstanding the weight of testimony on this point, presented in 1844, by Messrs. Day and Weld, there is still, so easily is parental affection led to believe what it wishes to be true, a strong desire among some parents of deaf mutes to have their children taught to articulate, even at the expense of more solid and durable acquisitions. And travelers judging from hasty visits to foreign schools, where they have fancied the proficiency of a few exceptional cases in speaking, to be the general measure of attainment, still from time to time favor us with wildly exaggerated reports that naturally increase the feverish feeling just referred to. The Board has long since become satisfied from the testimony of competent, intelligent and careful observers, that the success obtained by the best teachers of articulation is of little practical value; and that, while some labor may be profitably bestowed in correcting and improving the articulation of such as already possess some degree of this faculty, we should improve the intellectual development, and diminish rather than promote the social enjoyment of our pupils, if we should attempt to give to articulation in our school any thing like the prominence given to it in the German, and a few of the English schools. And if Dr. Peet's report shall have the effect of leading parents to acquiesce in the ordinances of Providence, in this respect, his time and labor will not have been spent in vain.

For the question, how the calamity of the deaf and dumb can best be alleviated, finally resolves itself to compliance with the will of Providence. The high degree of quickness of perception, tenacity of memory, keenness and perspicacity of vision, and flexibility of muscle, which would make instruction in articulation and reading on the lips yield any valuable results, have been granted to very few deaf mutes. With far the greater number this instruction



is a constant struggle against nature. It is a continual rowing against the current and the navigator, winning his progress by constant toil, is swept down the stream the moment he slackens his labors.

On the other hand, the development of a deaf-mute child's moral and intellectual nature, in a community where an improved dialect of the language of gestures is in use, is as rapid, as spontaneous, and as delightful, as in the case of a hearing child learning a cultivated language of spoken words. It is in this development that we must seek, in the first place, to promote the child's happiness, and to alleviate his misfortune; not in the fancy of restoring him to speech because he has been taught to utter a few words more or less distinctly. It should be known that after all that has been done, that, on any system, can be done, the deaf person is never restored to an equal participation in those social enjoyments which depend on speech. It is only among those that can converse by signs, that he will ever feel fully at home. And though a few of rare quickness and docility may, by persevering instruction, acquire a language of words without previously using signs, this will be found for the greater number impracticable; and in all, the progress in written language will be more sure and rapid, for the first few years at least, when the teacher has at the outset a means of direct communication with the pupil by those signs that go most directly to his intelligence and to his heart.

We admit, however, that after a certain degree of attainment in written language has been gained, the use of signs, between teacher and pupil, should be more and more restricted, that the words and forms of our language may be more firmly impressed on his memory by more frequent use and repetition. Without this use and repetition, the pupil is in danger of forgetting, in the latter years of his course, much of what he learned in its first years. Of this danger our teachers are aware, and we endeavor to use words, in communications with our pupils, as much as the comparative slowness of writing or spelling words will admit. A more rapid mode of exhibiting words than those now in use, if such a mode can be devised that will not be too difficult or too complicated for easy acquisition and ready use, is a great *desideratum*.

In the absence of the president, the official duties devolving upon that officer were performed by the first vice president, Mr. P. M. Wetmore, with his characteristic promptness and efficiency, and in a

manner to meet the warm approbation of the Board. The superintendence of the intellectual department was entrusted to the senior professor, Mr. D. E. Bartlett, who acquitted himself of this additional labor to the full satisfaction of the Board. The places of two of the teachers who accompanied the president to Europe, were also supplied by temporary appointments in a very satisfactory manner.

Other changes in the department of instruction, of a more permanent nature, have more recently occurred. Professor J. A. Cary, for nineteen years an able and faithful instructor, having accepted the appointment of superintendent of the "Ohio Deaf and Dumb Asylum," relinquished his connection with our institution in October last. The Board takes pleasure in testifying to his rare qualifications for this branch of instruction, and to his general ability, scholarship and high character as a christian gentleman. We anticipate if his impaired health shall, as we hope, be renovated in the milder climate of Ohio, that his appointment, as the head of the foremost of the western institutions, will be productive of great and enduring benefit to the cause of the deaf and dumb beyond the Alleghanies.

Mr. Cary took with him Mr. F. A. Spofford, a deaf mute of remarkable talent, as an instructor, whose zeal, fidelity and tact, during several years of service in our institution, had repeatedly elicited the commendation of the President and of the Board.

A few weeks later Professor O. W. Morris also resigned his situation, having accepted a call to give the benefit of his long experience and admirable business habits in building up the young institution at Knoxville, in Tennessee. Mr. Morris had been an instructor in our institution more than fifteen years, having also previously been several years principal of the Central Asylum at Canajoharie. An amiable man and sincere christian, of sound and mature judgment, well versed in several branches of natural history, possessed of very uncommon general information, and eminently punctual and assiduous in all matters of business, we regard him as a man well qualified to build up a young institution, and to give a favorable impulse to the cause in the extreme southwest.

Besides the three vacancies thus left in the corps of instructors, the increase of pupils has made it advisable to increase the number of classes. The choice of new teachers has been a matter of much solicitude. For various reasons, of which the necessity of economy was not the least, it was judged inexpedient at present to select

young men of liberal education, whose services might indeed become after a few years, highly valuable; but who would require more training and instruction in the beginning, than could, at this particular juncture, be given to them. In addition to the eight experienced instructors who still remain, the Board has selected as teachers of the younger classes, three deserving graduates of the institution, and two well educated and intelligent ladies, both of whom have long been familiar with the character and the language of the deaf and dumb. The new teachers have displayed commendable zeal, and the progress of their classes has thus far been encouraging.

It will be remembered that among the documents annexed to our last annual report were the Proceedings of the First Convention of American Instructors of the Deaf and Dumb, held at the New-York Institution, in August, 1850. In August last, the second convention was held at the American Asylum, in Hartford, Connecticut. It was attended by nearly all the teachers of our institution, and by some members of the board, and was a pleasant and profitable season to all who took part in it. A third convention was appointed to be held at the institution in Columbus, Ohio, in August, 1852; and the quarterly periodical mentioned in our last report, the "American Annals of the Deaf and Dumb," was ordered to be continued. The proceedings of this convention, and the papers, some of them of great value, read before it, have been published by the American Asylum, and extensively circulated.

Among the topics discussed at this convention was a project for establishing a "High School for the Deaf and Dumb;" in other words, an institution for those deaf mutes only who desire, after completing the ordinary course in one of our institutions, to study those higher branches that may fit them for certain professions for which deafness is not an insuperable disqualification. While we are not satisfied of the expediency or the practicability of establishing such a school, as a separate institution, we have no doubt that it is very desirable to have some provision made to carry to a higher point the education of those of our pupils who may give promise of usefulness and success as teachers, artists, accountants, or in certain branches of science or literature. Much the greater number of our pupils must seek support in manual labor; still there are some who, with a little encouragement and aid, might become distinguished in employments of a more intellectual kind. Since a few educated deaf mutes, in spite of every difficulty and discouragement, have become distinguished in such employments, we cannot doubt that such

cases would be more numerous if greater facilities for extended study could be furnished to the more gifted of our pupils.

We regard it, therefore, as very desirable to found in our institution a high class, to be composed of the most worthy of those who have passed through the usual course, and who by remaining two or three years longer, may become qualified for various professions, or for teachers in our own or other institutions. This last is no slight consideration, for we have frequent calls from institutions in the south and west to supply them with teachers who can bring a thorough knowledge of the details of our system of instruction. And several of our former pupils are, or have been employed in such institutions.\*

The time for organizing such a class may not perhaps yet have come, for there are many other things to be accomplished which may be deemed more pressing. The column must be built up before it can be crowned by its capital. But when we look at the rapid advances which, during the last twenty years, the institution has made, and the repeated marks of public favor and legislative confidence which it has received, we feel assured that the period for adding this crowning feature to our system of instruction cannot be very remote.

A gloom was thrown over the sittings of the convention by the knowledge that he whose name all its members revered, and whom they had hoped to see filling its chief seat, was sick, probably unto death, in the same city in which the convention assembled. The Reverend Thomas H. Gallaudet, the first, most gifted and most honored of American instructors of the deaf and dumb, died at his residence, in Hartford, on the 10th of September. The Board, desiring to express their respect for the high character of this apostle to the deaf and dumb of America, and their sense of the loss which the cause of education and christian benevolence has sustained, requested the president of the institution, an intimate personal friend of Dr. Gallaudet, to prepare a testimonial to his memory. This testimonial, embracing a concise sketch of his life, character and services will be found in the appendix.

\* One of these, Mr. N. M. Totten, formerly a teacher in our institution, afterward in that of North Carolina, and more recently in that of Illinois, has deceased during the year. We take this opportunity to testify to his intelligence, worth and skill in teaching, and to express our sympathy with his bereaved widow. Another former pupil of the institution, J. A. Watterson, lately a teacher in the North Carolina institution, is now teaching some private pupils at Montgomery, Alabama, and has excited an interest which may lead to the establishment of an institution in that State.

We have much pleasure in noticing a movement among the educated deaf and dumb of the United States, interesting, as an evidence of the intellectual, moral and social elevation to which this class of persons has attained, and praiseworthy, as evincing their sense of the incalculable debt of gratitude they owe to their earliest and greatest American benefactor. By a spontaneous movement among themselves, they have formed an association and already collected a considerable fund, (to which by the way, they have resolved that none but deaf mutes shall contribute,) for a monument to the memory of Dr. Gallaudet, to stand on ground set apart for that purpose near the Institution over which he so long and worthily presided. Even the designs for this monument are to be furnished by deaf-mute artists. And while it will form a most fitting tribute to rare worth, it will mark a new era in the progress of that cause which we trust will ever continue to tend upward and onward, till all the deaf and dumb of the whole earth shall be raised to the social, intellectual and religious level of the rest of their race.

Of the means by which the progress of this good cause has been promoted, public exhibitions as well of specimens of the peculiar colloquial language of the deaf and dumb, as of their acquisitions in written language have ever been found among the most effective. Such exhibitions have ever proved the surest means to silence incredulity, and awaken sympathy and interest, whether to build up a new institution, or to win support and confidence to an established one.

Strictly speaking, it might be supposed such exhibitions might be confined to proving the ability of our pupils to use and understand written language, and in that language to testify their progress in the useful branches of a good English education, but in practice, specimens of the pantomimic language of our pupils always, on such occasions, excite a strong interest in the spectators, and as we have not only to convince the judgment, but to enlist the sympathies of the public in behalf of our pupils, we find it necessary to gratify the public taste in this respect.

If men in general were perfect, too enlightened to need further information and instruction, too vigilant and conscientious, in all matters of duty and benevolence, to need prompting or urging, then the extra labor to teachers and pupils which these exhibitions exact, might be dispensed with, except so far as a benevolent public might justly claim, as one of the rewards of well doing, the privi-

lege of contemplating the good it has done, and the happiness it has conferred. But it may be doubted whether, short of that millennial period, when our art shall happily want subjects, the time will come when large political bodies will attain to such supposed perfection.

And it is a fact that argues ill for the present degree of human perfection, that the parents and friends of deaf-mute children are themselves the very persons most incredulous or most apathetic on the subject of instructing these children. And the deaf mute himself, hardly conscious of his own darkness and ignorance, wholly unconscious of the blessings which education will confer, so far as he has any weight in deciding this, to him most momentous question, has only the weight of inertia. In such cases, the question usually comes to a right decision if one or two of the neighbors have an opportunity of witnessing one of our exhibitions.

We are most happy to believe such cases of parental selfishness or indifference are becoming comparatively rare. Many there are, who embrace the offer of education for their children with joy and thankfulness, and the old prejudices which, we fear keep back some promising children from the offered means of instruction, are melting away, year by year, before the rays of truth.

With these remarks we conclude the record of another year of solicitude and of labor, rewarded by mercies and by success. So long as zeal and labor guided by experience receive their reward, we trust we shall still as hitherto have cause for devout thanksgiving, and continue to deserve and receive the confidence of the people and of the Legislature of the State.

By order of the Board of Directors.

HARVEY P. PEET,  
*President.*

G. S. ROBBINS,  
*Secretary.*

INSTITUTION FOR THE DEAF AND DUMB, }  
New-York, January 13, 1852. }



## LIST OF PUPILS

In the New-York Institution for the Instruction of the  
Deaf and Dumb, December 31, 1851.

### MALES.

<i>Names.</i>	<i>Town.</i>	<i>County.</i>
Andrews, Joel E.....	Reading,.....	Steuben.
Ahern, Michael .....	New-York,.....	New-York.
Austin, Geo. Washington	do .....	do
Barnes, Albert A. ....	Utica,.....	Oneida.
Barry, Nathaniel,.....	Yates,.....	Orleans.
Bartlett, Melville D....	Lima,.....	Livingston.
Beecher, Ferdinand A....	New Haven, ....	New-Haven,Conn.
Bouvie, Louis M.....	Plattsburgh,.....	Clinton.
Boyer, Frederick.....	Buffalo,.....	Erie.
Blakeman, Elijah R....	New-York, ....	New-York.
Bradshaw, Valentine....	Mayfield, .....	Fulton.
Breg, William L.....	Cohocton,.....	Steuben.
Brewer, William H. H...	New-York, ....	New-York.
Brown, Calvin .....	Lenox,.....	Madison.
Brown, Charles.....	Ellisburgh, ....	Jefferson.
Brown, Hiram B.....	Troy,.....	Rensselaer.
Brown, John Henry.....	Amsterdam, ....	Montgomery.
Brownell, John.....	Cambridge, ....	Washington.
Burget, William Bert ...	Fulton, .....	Schoharie.
Cahill, John .....	New-York, ....	New York.
Chamberlayne, Macon H.	Richmond, ....	Virginia.
Chandler, John W. ....	Mexico,.....	Oswego.
Charlon, Henry .....	Ausable,.....	Clinton.
Clark, Matthew .....	Malone, .....	Franklin.
Clarkson, James W.....	Rahway, .....	Middlesex, N. J.
Coffin, James E. M.....	Charleston, ....	South Carolina.



<i>Names.</i>	<i>Town.</i>	<i>County.</i>
Coghlin, Charles .....	Rochester, .....	Monroe.
Cookingham, William H. ....	Hyde Park, .....	Dutchess.
Craft, William .....	New-York, .....	New-York.
Crippen, James .....	Glenville, .....	Schenectady.
Cross, Adelmarr .....	Cherry Valley, ...	Otsego.
Cross, George M. ....	do .....	do
Dinneen, John .....	Hammersmith, ..	England.
De Hart, Joseph .....	New-York, .....	New-York.
Donovan, John .....	do .....	do
Dopp, Hiram .....	Root, .....	Montgomery.
Edwards, Charles P. ....	Bridgehampton, ..	Suffolk.
Evans, Owen W. ....	Western, .....	Oneida.
Farnam, William W. ....	Gilbertsville, ....	Otsego.
Ferris, Charles .....	West Farms, ....	Westchester.
Fitch, Harrison E. ....	Verona, .....	Oneida.
Gage, John .....	Chicago, .....	Illinois.
Gardner, Andrew J. ....	Newburgh, .....	Orange.
Gardner, James .....	Cold Spring, ....	Putnam.
Garlock, Simeon T. ....	Canajoharie, ....	Montgomery.
Garrabrandt, Zenas .....	Havana, .....	Chemung.
Getman, Ozias .....	Ephratah, .....	Fulton.
Gilbert, William L. ....	Avon, .....	Livingston.
Graham, George W. ....	Greece, .....	Monroe.
Gravellin, Henry .....	Essex, .....	Essex.
Haight, Henry J. ....	New-York, .....	New-York.
Halsey, John Van Riper.	do .....	do
Harkness, Robert G. ....	Haverstraw, ....	Rockland.
Harrison, William G. ....	Williamson, ....	Wayne.
Hatch, Edward .....	New-York, .....	New-York.
Hertwick, Francis C. ....	Brooklyn, .....	Kings.
Hicks, Gilbert .....	North Hempstead,	Queens.
Hill, David .....	Onondaga, .....	Onondaga.
Hill, Lewis McKendree ..	Marshall, .....	Oneida.
Hilts, Mason .....	Boonville, .....	do
Hogenkamp, Daniel .....	Haverstraw, ....	Rockland.
Housel, Peter S. ....	Clinton, .....	Hunterdon, N. J.
Houston, Jefferson .....	New-York, .....	New-York.

<i>Names.</i>	<i>Town.</i>	<i>County.</i>
Jay, Everett Emmett....	Hampden,.....	Delaware.
Jobes, George W.....	Lloyd,.....	Ulster.
Johnson, Russell....	Albany,.....	Albany.
Kelley, John.....	Utica,.....	Oneida.
Ketcham, Chauncey....	Brookhaven,....	Suffolk.
Keyser, James Madison..	Fulton,.....	Schoharie.
Kipp, John Isaac .....	Bergen,.....	Bergen, N. J.
Lake, Leonard.....	Hartsville,.....	Dutchess.
Larkin, Charles H.....	New-York, .....	New-York.
Larue, John.....	Hoboken,.....	Hudson, N. J.
Litts, William.....	Florence,.....	Oneida.
Livingston, James S....	Chatham,.....	Columbia.
Marcy, Daniel P.....	New Orleans,....	Louisiana.
Maheny, Dennis.....	Albany,.....	Albany.
Marum, John .....	New-York, .....	New-York.
Matteson, Theodore....	Silver Brook,...	Chautauque.
McCabe, Owen.....	New-York, .....	New-York.
McCormick, Robert....	Williamsburgh,..	Kings.
McCoy, Zachariah .....	Oswego,.....	Oswego.
McDonald, John.....	Gray's Creek,....	Canada West.
McLaughlin, Michael ...	Greenbush, .....	Rensselaer.
McSweeney, William....	New-York,.....	New-York.
Miles, Edward E.....	Apulia, .....	Onondaga.
Miles, William W.....	Hopewell, .....	Ontario.
Minard, John .....	Havana, .....	Chemung.
Morehouse, Philetus E..	Granville, .....	Washington.
Nichols, Thomas H.....	Oswego,.....	Oswego.
Nutting, Harley H.....	West Monroe,...	do
O'Hara, Charles.....	New-York,.....	New-York.
Ostrander, Merritt....	Esopus,.....	Ulster.
Parker, Charles M. ....	Sandlake,.....	Rensselaer.
Parker, James W. ....	Rye,.....	Westchester.
Parsons, William T.....	New-York, .....	New-York.
Parsells, Philip M.....	do .....	do
Paterson, Andrew .....	Streetsville,.....	Canada West.
Pigueron, Louis .....	New-York, .....	New-York.
Pitt, Charles.....	Quebec, .....	Canada East.
Rider, Henry C.....	Caroga,.....	Fulton.

<i>Names.</i>	<i>Town.</i>	<i>County.</i>
Robbins, Forman.....	Oyster Bay,.....	Queens.
Ross, Hubbard W.....	Litchfield,.....	Herkimer.
Rowan, Patrick .....	Bytown,.....	Canada West.
Rundle, Elnathan .....	Deer Park,.....	Orange.
Ryan, John.....	New-York, .....	New-York.
Ryer, James .....	do .....	do
Schutt, Geo. Washington	Saugerties,.....	Ulster.
Seaman, Charles Powell.	Jerusalem,.....	Queens.
Shepherdson, Jabez.....	Whitestown, ....	Oneida.
Shepherdson, Robert....	do .....	do
Shuester, Peter.....	Marion, .....	Wayne.
Shumway, Jeremiah.....	do .....	do
Smith, Moses .....	Ballston,...'.....	Saratoga.
Smith, Silvanus B.....	Brooklyn,.....	Kings.
Southwick, Edwin .....	Albany, .....	Albany.
Story, James Edwin.....	Cherry Valley, ..	Otsego.
Stryker, Alfred.....	Middletown Point,	Monmouth, N. J.
Swartz, Jacob.....	Brooklyn,.....	Kings.
Vail, Sydney J.....	New-York, .....	New-York.
Van Cortlandt, Wash'gton	Pinesbridge,.....	Westchester.
Van Velsor, Isaac.....	New-York, .....	New-York.
Vantine, Charles W. ....	do .....	do
Van Zandt, LevinusWinne	West Troy,.....	Albany.
Ward, Thomas.....	West Farms,....	Westchester.
Webster, Ahira G.....	Fredonia,.....	Chautauque.
Webster, Joseph .....	Flemington,.....	Hunterdon, N. J.
Weeks, Timothy .....	Athens,.....	Greene.
Wetteroth, John Werner.	Darmstadt,.....	Germany.
Wilder, Austin M.....	Alabama,.....	Genesee.
Williamson, Jaques S....	Gravesend,.....	Kings.
Wilkins, N. Denton .....	Brooklyn,.....	do
Wilson, David .....	Southport, .....	Chemung.
Witschief, John .....	New-York, .....	New-York.
Works, William S.....	Hannibal,.....	Oswego.

## FEMALES.

<i>Names.</i>	<i>Town.</i>	<i>County.</i>
Abel, Margaret.....	Perryville, .....	Hunterdon, N. J.
Amerman, Susan A.....	Brooklyn,.....	Kings.
Anderson, Cornelia .....	New-York, .....	New-York.
Babcock, Sarah Ann .....	Pompton,.....	Passaic, N. J.
Bailey, Dorcas .....	Albany,.....	Albany.
Bailey, Susan .....	Bovina, .....	Delaware.
Barnes, Frances Marion.	Utica,.....	Oneida.
Ballou, Lydia A. ....	Providence,.....	Saratoga.
Barnhart, Nancy A.....	Canton,.....	St. Lawrence.
Bender, Helen A. ....	Fayetteville, ....	Onondaga.
Berkeley, Honora.....	New-York, .....	New-York.
Berry, Juliet.....	West Milford,...	Passaic, N. J.
Blauvelt, Catharine.....	Clarkstown,.....	Rockland.
Boughton, Gertrude A...	New-York, .....	New-York.
Bower, Sally Ann .....	North Lansing,..	Tompkins.
Bower, Mary Elizabeth..	do ..	do
Bower, Maria Louisa....	do ..	do
Bower, Margaret M. ....	do ..	do
Brabrook, Helen A.....	Davenport,.....	Iowa.
Bradford, Charlotte L...	Crown Point,....	Essex.
Brady, Fanny .....	Orange,.....	Essex, N. J.
Brophy, Maria Ann.....	New-York, .....	New-York.
Bush, Ann Maria.....	Ramapo, .....	Rockland.
Campbell, Sarah.....	New-York, .....	New-York.
Casler, Mary .....	Dexter, .....	Jefferson.
Cassidy, Ellen.....	New-York, .....	New-York.
Chandler, Helen A.....	Mexico, .....	Oswego.
Coddington, Sarah Jane..	Rochester, .....	Ulster.
Coghlin, Elizabeth.....	Rochester, .....	Monroe.
Cook, Elizabeth.....	Springfield,.....	Otsego.
Conklin, Charlotte.....	Springfield,.....	Essex, N. J.
Darley, Lavinia .....	New-York, .....	New-York.
Dobbie, Margaret Ann...	Mamaroneck,....	Westchester.
Dodge, Susan .....	Charleston, .....	Montgomery
Dodge, Martha.....	Broadalbin,.....	Fulton.

<i>Names.</i>	<i>Town.</i>	<i>County.</i>
Donovan, Ellen .....	New-York, .....	New-York.
Doyle, Ann .....	do .....	do
Dunning, Amanda .....	Stapleton, .....	Richmond.
Eckerson, Esther .....	Seward, ....	Schoharie.
Eggleston, Delia Ann...	Henderson, ....	Jefferson.
Forest, Sarah .....	Bangor, ...	Franklin.
Freeman, Fanny .....	Allahabad, ....	Northern India.
Goodrich, Mary L. ....	Brooklyn, .....	Kings.
Hardy, Christiana R. ....	Spotswood, ....	Middlesex, N. J.
Harrison, Susan M. ....	Williamson, ....	Wayne.
Hills, Lucinda E. ....	Fabius, .....	Onondaga.
Hunt, Maryette .....	Nassau, .....	Rensselaer.
Hunter, Helen. ....	Canandaigua, ...	Ontario.
Ireland, Sarah .....	Galway, .....	Saratoga.
Keyser, Sabrina .....	Fulton, .....	Schoharie.
Kenfield, Lucinda E. ....	Naples, .....	Ontario.
La Barre, Delia .....	Chateaugay, ....	Franklin.
Langlois, Eleanor .....	Malone, .....	do
Lathrop, Cornelia A. ....	Rochester, .....	Monroe.
Livingston, Julia Ann...	Guilderland, ....	Albany.
Lockwood, Marie Louisa	Williamsburgh, .	Kings.
Macauley, Joanna .....	New-York, .....	New-York.
Mallinson, Mary Jane...	Haverstraw, ....	Rockland.
McGuire, Rhoda .....	New-York, ....	New-York.
McKinney, Mary A. ....	York, .....	Livingston.
Mead, Emily .....	Northville, ....	Fulton.
Millot, Adelia .....	Raysville, ....	Jefferson.
Moore, Ellen .....	Saratoga, .....	Saratoga.
Noyes, Antoinette A. ....	Bushwick, .....	Kings.
Ogden, Fanny Jane .....	S. Middletown, ..	Orange.
O'Toole, Mary .....	Albany, .....	Albany.
Overton, Phebe .....	Coram, .....	Suffolk.
Padmore, Sarah Ann ...	Keeseville, .....	Essex.
Palmer, Eliza Ann .....	Moriah, .....	Essex.
Pepinger, Elizabeth .....	Princeton, ..	Mercer, N. J.
Perry, Anna Maria .....	Coburg, .....	Canada West.
Plass, Catharine D. ....	Parma Centre, ...	Monroe.

<i>Names.</i>	<i>Town.</i>	<i>County.</i>
Poppino, Harriet.....	Warwick,.....	Ulster.
Prothais, Elizabeth R....	Buffalo, .....	Erie.
Robbins, Harriet Mary...	Champion,.....	Jefferson.
Robbins, Nancy Maria...	Sterlingsville,...	Jefferson.
Robinson, Catharine.....	New-York,.....	New-York.
Romeyn, Jane Ann.....	Glenville, .....	Schenectady.
Ross, Mary.....	New-York,.....	New-York.
Samas, Jane.....	Rochester,.....	Monroe.
Seaman, Ellen Althouse..	Jerusalem,.....	Queens.
Sharot, Ann Elizabeth...	New-York,.....	New-York.
Sherman, Lavinia.....	Wilson,.....	Niagara.
Smith, Fanny.....	Albany, .....	Albany.
Spicer, Sarah Frances...	Hoosick,.....	Rensselaer.
Tanner, Jane.....	Fulton, .....	Schoharie.
Theobald, Ellen.....	Trenton, .....	Oneida.
Tompkins, Ellen Maria..	Auburn,.....	Cayuga.
Thorne, Emily.....	Janesville,.....	Onondaga.
Toles, Mary.....	Arkwright, .....	Chautauque.
Van Zandt, Elizabeth ...	Watervliet, .....	Albany.
Vosseller, Dorothy.....	North Branch,...	Somerset, N. J.
Walter, Gertrude C.....	New-York,.....	New-York.
Warren, Almira.....	Albany, .....	Albany.
Warts, Louisa Ann .....	New-York, .....	New-York.
Washburn, Eliza.....	Sing-Sing, .....	Westchester.
Wells, Rhoda Ann.....	New-York, .....	New-York.
Wiggins, Mary Jane.....	Deer Park,.....	Orange.
Wilder, Zeruah D. ....	Alabama,.....	Genesee.
Wiley, Sarah Lucinda...	Essex, .....	Essex.
Williams, Ann A.....	Albany, .....	Albany.
Williams, Harriet.....	Orange, .....	Essex, N. J.
Williams, Margaret E....	Wyoming, .....	Wyoming.
Wilson, Catharine B....	Fishkill, .....	Dutchess.
Woodworth, Eliza P....	Vienna,.....	Oneida.
Woodward, Wealthy....	Naples,.....	Ontario.
Works, Martha Jane.....	Hannibal, .....	Oswego.
Works, Mary Jane.....	do .....	Oswego.

## LIST OF PUPILS

*Who have been inmates of the Institution since the printing of the last report, but who are not here now.*

## MALES.

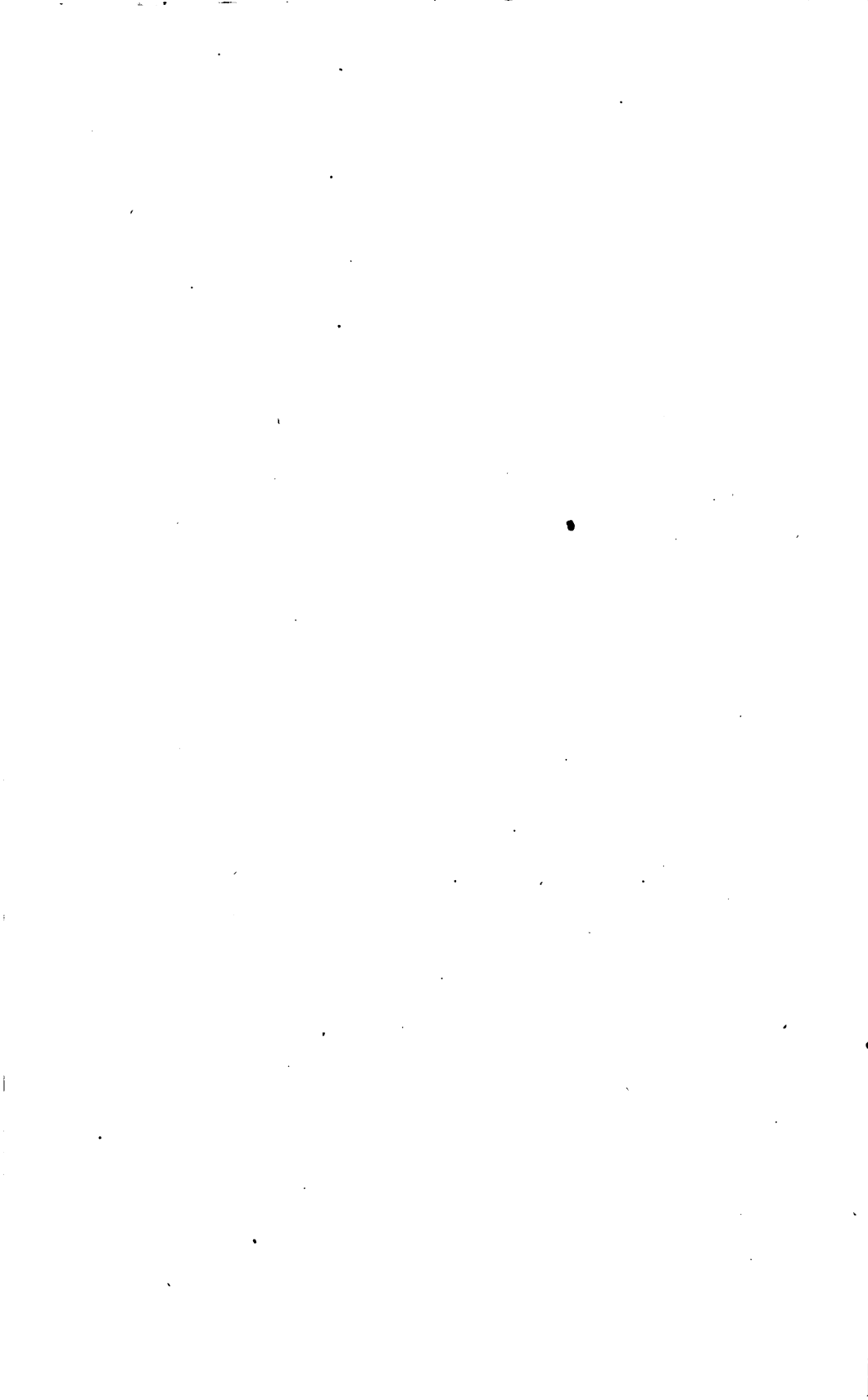
<i>Names.</i>	<i>Town.</i>	<i>County.</i>
Brown, John James.....	Tioga Centre,....	Tioga.
Camp, James M.....	Bethany,.....	Genesee.
Cross, Joseph.....	Isle of Man,....	England.
Driscall, George.....	Greene,.....	Chenango.
Golden, Peter R.....	Hampden,.....	Delaware.
Green, Peter.....	Greenville,.....	Greene.
Grover Nelson.....	Hume,.....	Allegany.
Grow, Charles M.....	Potter,.....	Yates.
Harvey, Andrew Kirk...	Binghamton,....	Broome.
Hennion, Abram W.....	Pompton,.....	Passaic, N. J.
Kain, John.....	Shawangunk,....	Ulster.
Le Duc, Gerard.....	Ogdensburgh,....	St. Lawrence.
Ling, John Edward.....	New-York,.....	New-York.
Loomis, Samuel.....	Sandbank,.....	Oswego.
Powell, Otis.....	Bolton,.....	Canada East.
Spicer, Devotion W.....	Hoosick,.....	Rensselaer.
Tainter, John.....	Stockbridge,....	Madison.
Wells, James S.....	New-York,.....	New-York.
Winslow, James H.....	Pierpont,.....	St. Lawrence.
Wright, William P.....	Boonville,.....	Oneida.

## FEMALES.

Boughton, Lucy A.....	New-York,.....	New-York.
Colvin, Josephine Grace.	Buffalo,.....	Erie.
Eacker, Margaret.....	Mohawk,.....	Montgomery.
Garratt, Catharine.....	Lyons,.....	Wayne.
Gilbert, Lucy.....	Sparta,.....	Livingston.
Golden, Emily.....	Hampden,.....	Delaware.
Hahn, Auguste.....	Newark,.....	Essex, N. J.
Hart, Adeline M.....	De Buyter,.....	Madison.

<i>Names.</i>	<i>Town.</i>	<i>County.</i>	
Laister, Eleanor J.....	N. Y. Mills,.....	Oneida.	
Skelly, Elizabeth .....	New-York,.....	New-York.	
Smith, Mary Ann.....	Rochester, .....	Monroe.	
Sullivan, Catharine .....	New-York,.....	New-York.	
Williams, Elizabeth.....	Orange,.....	Essex, N. J.	
Woodford, Almira.....	Sherburne, .....	Chenango.	
Numbers embraced in the last catalogue, .....			237
" admitted in 1851,.....			50
Whole number within the year, .....			277
Left the Institution, .....			34
Actual number in the Institution Dec. 31st, 1851, .....			243
Of the foregoing there are 135 males and 108 females, =			243
Supported by the State of New-York, .....			160
" " city of New-York, .....			16
" " State of N. Jersey, .....			15
" " their friends,.....			24
" " Institution, .....			28
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## TERMS OF ADMISSION

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I. Pupils are provided for by the Institution in all respects, clothing and travelling expenses excepted, at the rate of one hundred and thirty dollars each per annum. Clothing will also be furnished by the Institution if desired, at an additional annual charge of thirty dollars. Payment is required semi-annually in advance.

II. The regular time of admission is at the close of the vacation, which extends from the second Wednesday of July to the first Wednesday of September. No pupil will be received at any other time, except in very extraordinary cases.

III. No deduction will be made from the annual charge in consequence of absence, or on any account whatever, except sickness, nor for the vacation.

IV. Pupils are at liberty to reside during the vacation in the Institution without extra charge.

V. Applicants for admission to be educated at the public expense, should be between the ages of twelve and twenty five years. The Institution will not hold itself bound to receive any not embraced within this rule, but may do so at discretion.

VI. Satisfactory security will be required for the punctual payment of bills, and for the suitable clothing of the pupils.

VII. Application from a distance, letters of inquiry, &c., must be addressed, post-paid, to the President of the Institution. The selection of pupils to be supported at the public expense, is made by the Secretary of State at Albany, to whom all communications on the subject must be addressed.

VIII. Should objections exist to the admission of any individual, the Board reserve to themselves or their officers a discretionary power to reject the application.

The above terms are to be understood as embracing the entire annual expense, to which each pupil is subjected. Stationery and necessary school books are furnished by the Institution. No extra charge is made in case of sickness, for medical attendance, medicines, or other necessary provisions.

It is suggested to the friends of deaf-mute children, that the names of familiar objects may be taught them with comparative ease before their admission, and that the possession of such knowledge in any degree, materially facilitates their subsequent advancement. To be able to write an easy hand, or at least to form letters with a pen, is likewise a qualification very desirable. In reference to this subject, it is recommended that the words which constitute writing lessons or *copies*, preparatory to admission, should be such as have been previously made intelligible to the learner.

In the case of each pupil entering the Institution it is desirable to obtain written answers to the following questions. Particular attention to this subject is requested.

1. What is the name of the individual? If he has a middle name it should be given in full.

2. When was he born? Give the year, month and day of the month.

3. Was he born deaf? And if so, was there any cause which is supposed to have operated before birth? If not, at what age did he lose his hearing? And by what disease or accident?

4. Is the deafness total or partial? If the latter, what is the degree of hearing? *e. g.* Can he distinguish any spoken words? or hear the human voice at all? or what voices can he hear?

5. Have any attempts been made to remove the deafness? and what are the results of such efforts?

6. Is there any ability to articulate? or read on the lips?

7. Have any attempts been made to communicate instruction? and is he acquainted with any trade or art, or with the mode of forming letters with a pen.

8. Is he laboring under any bodily infirmity, such as palsy, nervous trembling, malformation of the limbs, defective vision? or does he show any signs of mental imbecility, or idiocy?

9. Are there any cases of deafness in the same family, or among the collateral branches of kindred? and how and when produced?

10. What are the names, occupation and residence (nearest post-office,) of the parents? Give the christian names of both father and mother?

11. Is either of the parents dead? If so, has a second connection been formed by marriage?

12. Was there any relationship or consanguinity between the parents previous to marriage? *e. g.* Were they cousins?

13. What are the number and names of their children?

By order of the Board,

HARVEY P. PEET, *President.*

GEORGE S. ROBBINS, *Secretary.*

## REPORT

### Of the Committee of Examination.

*Submitted by MR. CAMPBELL, Sept. 16, 1851.*

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To the President and Directors of the New York Institution for the Instruction of the Deaf and Dumb:

The undersigned a Committee appointed to attend at the Institution and cooperate with the officers of the State Government, in the annual examination of the pupils, beg leave most respectfully to

#### REPORT :

That they attended on the 9th and 10th days of July last, and in connection with S. S. Randall, Esq., Deputy State Superintendent of Common Schools, proceeded to discharge the duties devolved upon them.

They proceeded first to inspect the workshops, where every thing was found in order. To this department, however, they propose to refer hereafter in this Report. Under the superintendence of our worthy Matron, Mrs. Stoner, we then examined the various arrangements for the bodily comfort and convenience of the inmates. The system, good order, and perfect neatness, every where visible, merited and received our unqualified approbation. Where so many children and young persons, gathered from distant places and deprived of one of the most important of the senses, are separated from parental care and watchfulness, are brought together under one roof, too much attention cannot be paid to secure comfort, cleanliness and regular habits, indispensable under such circumstances for the preservation of health. In this respect, the efforts of all connected with

the arrangements of the Institution have been eminently successful. Few of the pupils have been sick, and, with good medical attendance and with careful nursing, those few who were attacked by disease were restored to health, and thus, in the good Providence of God, the academical year closed without a single death. Looking at the large number of pupils, and considering the fact that, in many instances, deafness has been produced by disease and bodily infirmities, we cannot but feel that this entire exemption from death deserves our grateful acknowledgments.

The examination of the different classes, to which we devoted the greater part of the two days, served to show that the careful teaching of the instructors, which has won for them the regards of the Board in past years, was still continued. The bright and attentive eye—the ready hand—the intelligent answers to questions asked, all gave unmistakeable evidence that, while the heart of those who instructed was in their work, the minds of the pupils had responded to their teachings. If in witnessing some touching incident, or noting the evidence of genius in some of the pupils, the tear started unbidden in the eye, it was the tear of gratitude for blessings bestowed—of joy in the thought that light had shone in upon the minds of those, who otherwise might have groped their way through life in the midst of intellectual darkness. The programme, which accompanies this report, will show the various classes, and their teachers, and the general course of studies, during the year. We have also appended several compositions written by the more advanced pupils. Though in many cases there are peculiar expressions, and in others defects in grammatical construction,—yet some of these productions evince thought, and are marked by simple but beautiful imagery. They, and they alone who are engaged in the cause of deaf-mute instruction can fully appreciate the difficulties and embarrassments attendant upon the efforts to enlighten the minds of those who can neither hear nor speak. Patient and persevering labor can do much—but there is needed also a thorough knowledge of the workings of the human mind. And yet, with labor and with talent for instruction, the progress must necessarily be slow. To the deaf mute the language, which we speak, and which we have learned all the way up from lisping infancy, is a foreign and unknown language. The deaf mute when he arrives at the Institution has every thing to learn, and the wonder is, not that he often fails in the grammatical accuracy of his composition, but that in the few years he spends under instruction, he accomplishes so much.

During the examination we missed the presence of him who for more than twenty years has been at the head of the department of instruction, and who has earned for himself an honorable name among those who have devoted their lives to this most interesting branch of education. But it was with feelings of pleasure that we noticed that though absent he was not forgotten by his beloved pupils, and that many of them remembered him in their exercises on those days, and looked forward with delight to the time when he should return and resume his labors among them.

In the course of our examination, we learned with great pleasure that some attention has been given to drawing. Some of the specimens shown us were very creditable to beginners, and your committee were impressed with the idea that the deaf mute might be taught the art of designing, drawing and painting, with great success. We have already referred to the workshops. The trades now taught are cabinet-making, shoe-making, tailoring and book-binding. We would most earnestly recommend to the Board to take immediate measures for instruction in the art of printing. Drawing, designing, painting, engraving, and even sculpture, and especially printing, would seem to be pursuits peculiarly adapted to the deaf mute, and in which it is believed many of them would be eminently successful.

The larger portion of those who are intrusted to our care are not exempt from the original burdens imposed upon our race. When they leave the Institution they must earn their bread by the sweat of their brow. It is of the last importance that they be qualified for this duty. Many of them have within them the elements of power. Their talents are various, and shut out, as they necessarily are, from many of the pursuits of life, it becomes the more important to give them access to all such as fall within the range of their capacities. But especially does it seem that they might learn to great advantage the art of printing. While in the institution their hours of labor would be but continued hours of study; and when they left to mingle with their fellow men, their very pursuit would stimulate them to go forward in the acquisition of knowledge. It is believed that this branch of industry might be introduced, if not with pecuniary profit certainly without pecuniary loss. We think we see in the future great benefits to the deaf mute. It is becoming a subject of serious inquiry whether additional schools are not requisite, where the pupils may pursue a more extended course of study. If we can with our present organization bring forward the most active and intelligent of our pupils, and retain them as expert and skillful me-

chanics and artists, capable of defraying a considerable part, and perhaps the whole of their expenses, after their ordinary term of instruction has expired, then we might reasonably expect to add materially to the cause of deaf-mute instruction, even without further pecuniary aid from the State, than is now annually afforded us. Situated as this Institution is, in this great city, there would, it is believed, be no lack of employment for any reasonable number of pupils who might be employed as printers. Whether a journal might not be printed by the pupils, containing occasional contributions from them, and devoted mainly to imparting to the public information on this most interesting branch of education is worthy of consideration.

It is believed that there would at least be sufficient interest created in the public mind to secure sufficient patronage to defray the expense of the paper, and the work might be done by the pupils themselves. Many of our publishers employ others to print their books, and it is very certain that a good deal of patronage of this kind could be obtained. The deaf mute ought to become a good practical printer, and as we have before observed, this very pursuit would, in his hours of labor, still continue him a student.

This subject of extending the circle of mechanical pursuits appears to the committee as deserving of the most serious consideration of the Board.

Happily we are not, in this country, trammelled by any of the restrictive laws relative to trades, which interfere, in no inconsiderable degree, with the usefulness of the kindred institutions in England. If we can add to printing the acquisition of engraving, and if in time some branches of the fine arts, such as painting and sculpture, can be introduced and taught, then, indeed, the morning star will have arisen to make glad the vision of the deaf mute. We rejoice and give thanks that so much has been accomplished. But we think we see even better things in the future, when we shall have, in connection with our own Institution, not only a high school where a more extended course of instruction will be pursued, but an academy of art and of science, where pupils will be fitted for the various walks of life, from which they are now excluded by reason of their deafness. Then we shall have succeeded in teaching the deaf mute to speak, and he will speak, not in guttural and unharmonious sounds, but trumpet-tongued, with thousands of voices through the press, and he shall make even the canvas and the



marble speak. It may be many years before this is done. Few may attain to eminence, but all can be made useful. That which is near to us, and, as we believe, easy of accomplishment, may be done at once. Let us establish a printing press and use it as a fulcrum on which we can place our lever.

The examination of the *first class*, which had been under the instruction of Professor Bartlett, was held, on Wednesday afternoon, in the chapel, before the Board of Directors and a numerous assemblage of the friends of the Institution. The acting president, Mr. P. M. Wetmore, introduced the exercises with some remarks on the present condition of the Institution, after which the class was called to the slates. The examination consisted in exercises in writing upon the various branches of studies in which the class had been engaged during the year, viz. : natural history, ancient and modern history, physiology, geography, &c. The committee were highly gratified with the thorough manner in which this class had been instructed, in the various studies above mentioned, as shown by the examination, and with their readiness and facility in expressing their ideas by written language.

With the exception of the elementary classes which had been under instruction but one year or less, the committee were furnished with compositions from all the members of each of the classes, written with care, and at considerable length, as evidence of their ability to use alphabetic language, in connected discourse, the acquisition of which, during the whole course of instruction, is the great object of attention. As it will be impossible to embody these compositions in this report, without extending it to an unreasonable length, the committee content themselves with giving the valedictory address, prepared by one of the lads, as the closing exercise, but which, owing to the crowded condition of the chapel, was not recited in signs. It is as follows:

#### “ VALEDICTORY ADDRESS.

“ Another year has revolved, and we have come to the close of our term. Our studies for this year are done, and some of us having been under instruction, in this Institution for the deaf and dumb, for seven years, are to leave and return no more. Swiftly has the time passed, and it seems as though it had been a dream. During our short sojourn here we have devoted our attention to studies, to the improvement of our minds, and to gain a knowledge of mechanical

affairs; but to-day our term is completed, and we go forth to begin the business of life. How rapidly the periods of our life pass ! Therefore we must be diligent in performing the duties of life. We must be good and obedient to the worthy rules of the Institution, while we are pupils here, and obedient to the commands of God in all our life.

“Indeed, this Institution in which we remain, and our minds are enlightened through the medium of instruction, seems to be the kind refuge of the deaf and dumb. Thanks be to God that our Legislature have done all in their power toward providing for the education of deaf mutes. These blessings have poured down on us through the mercy and goodness of God, who has often led the Legislature of New-York to appropriate large sums of money for our support. So we must earnestly pray that they may long be spared to do good to the indigent deaf and dumb.”

*“To the Board of Directors.”*

“My classmates and myself are now about to leave this Institution to return no more. From month to month, and from year to year, during our stay in this Institution, we have been accustomed to meet you in your visits to this Institution. We feel obligated to you for your kind and wise care of the Institution, and your interest in our improvement. We invoke the blessings of God upon you, and hope that you may long be spared to do good to others, who remain under instruction, in this Institution.

“We bid you adieu.”

*“To the acting President.”*

“In the absence of our most beloved president, Dr. Peet, you have been called to discharge the duties of president of this Institution. We have admired your activity and efficiency, and we feel deeply grateful to you for your kind and strong regard for our welfare and the prosperity of the Institution. We must now take leave of you. May your efforts for our good be richly rewarded by the blessing of heaven, and may you long continue to receive the gratitude of the deaf and dumb for your generous devotion to them.

“We bid you farewell.”

*“To the acting Principal.”*

“My dear Professor D. E. Bartlett—We are now about to leave this Institution, where for seven years we have remained, and shall

be your pupils no more. You have labored to provide for our improvement with good vigor and skill, and under your fostering care we have pursued our studies with good success. You have zealously provided for us and done for us well in the management of the Institution during the absence of Dr. Peet. Allow me to give you a short address before I take leave of you. Swiftly has the time rolled during the six years that you have been our teacher. We assure you that our hearts are overflowing with gratitude to you for your kind and faithful endeavors to benefit our minds and hearts. We must now leave you, but we shall not forget you. We hope we may meet with you again on earth, but if we meet no more here, we earnestly hope your smile will be upon us on the shore of eternity, in the morning of eternal life, and we shall dwell together in the world of beauty and wisdom, and holiness and happiness above. I invoke the blessings of God upon you, hoping you will be successful in your most zealous labors in doing good, as long as you live.

“ I now bid you an affectionate farewell.”

*“ To the Professors and Teachers.”*

“ I have not now time to tell you particularly what I wish to say to you. Truly we feel under great obligation to you, for you have greatly benefited us in our education. We thank you for your kind advice, in the chapel and in the school. May your labors for our good be rewarded by the blessing of God, and the gratitude of those whom you have benefited. We earnestly pray that God may bless you while in the discharge of your duties, in diffusing the light of knowledge into the darkened minds of the deaf and dumb, and that their souls may be guided to heaven with the light of the Bible.

“ Farewell.”

*“ To the Pupils.”*

“ We, my fellow pupils and playmates, have, while here at school, spent the time together agreeably and pleasantly, but the time of some of us is expired here, and we go on our voyage of life, to return here no more. Allow me to advise those who remain here, to try to do right, and treat your teachers obediently, and be diligent in the discharge of your duties in school, and learn to live well in the world, so that when you die, you shall live well in the world that is to come. I bid you adieu.”

*"To my classmates :*

I assure you it is with deep feeling that I address you. We have now arrived at the end of our term of education at school. We have here been pupils, and have been dependent upon our teachers for instruction. We now go forth to begin the business of life; we must henceforth depend upon ourselves and upon the guidance of our God. We shall doubtless meet with many trials and afflictions, and many changes from prosperity to disappointment. But let us stand firm in the strength of Christ, our great instructor and our Saviour, and we shall not fail. When we are in troubles let us lift up our eyes to Heaven, where there shall not be tears of farewell. Let us endeavor faithfully to discharge the duties of life, and hope when we leave the earth to dwell together above the sky, and there will be our everlasting rest.

"May the blessing of heaven be ever upon you. Farewell."

At the close of these exercises, the chairman of the committee made a verbal report of the results of the examination, and recommended the following pupils of five years standing for re-selection for an additional term of one year.

*Males.*

John S. Brown,  
Michael McLaughlin,  
John Tainter,  
Andrew K. Harvey,  
Henry O. Rider,  
Zachariah McCoy.

*Females.*

Almira Woodford,  
Mary Ann McKinney,  
Susan M. Harrison,  
Margaret Eacker,  
Ellen Cassidy,  
Sarah Ireland,  
Emily Mead.

The report of the committee being accepted, the pupils above named were accordingly recommended by the Board for reselection.

Mr. Randall, Deputy Superintendent of Common Schools, then addressed the assembly, expressing his satisfaction with the evidences of the progress and improvement of the pupils which he had witnessed. Mr. Randall remarked that the instruction of the deaf and dumb is but a part of the great system of education which illustrates our country and the age in which we live. The blessings of education are brought within the reach of all classes of the community, the high and the low, the rich and the poor alike enjoy them. This State, in addition to the colleges and academies which it had estab-

lished, had appropriated a still greater sum for the support of its 11,000 common schools, in which 800,000 children received their education. Nor had it stopped here, but had extended its beneficent care and protection to the deaf and dumb, the blind, the insane, and even to the idiot. In conclusion Mr. R. exhorted the pupils to cherish a love and veneration for the Institution and its conductors, and for the State, by whose liberal policy they had enjoyed such inestimable blessings; he urged them to go forth to lives of usefulness and honor, and never to neglect the improvement of their minds and the cultivation of their moral and intellectual nature.

Mr. Randall's remarks were translated to the pupils by Professor Bartlett, and received by them with great attention and respect.

Diplomas were then presented to the following pupils who had completed the full course of seven years at the Institution, and the president, Mr. Wetmore, took the opportunity of presenting to each of them, accompanied by appropriate remarks, a handsome volume, in testimonial of his approbation of their attention to study, and the creditable manner in which they had conducted themselves during their connection with the Institution:

*Males.*

Charles M. Grow,  
James S. Wells,  
John E. Ling,  
George Driscall,  
James H. Winslow,  
James M. Camp,  
William P. Wright.

*Females.*

Lucy Gilbert,  
Lucy A. Boughton,  
Josephine Grace Colvin,  
Catharine Sullivan.

The customary certificates were also given to the following pupils who had just ended the term of five years:

*Males.*

John James Brown,  
Michael McLaughlin,  
Charles O'Hama,  
John Tainter,  
David Hill,  
Andrew K. Harvey,  
Henry C. Rider,

*Females.*

Emeline L. Golden,  
Margaret Abel,  
Helen A. Chandler,  
Charlotte Conklin,  
Augusta G. Boughton,  
Elizabeth Williams,  
Emily Mead,

Philetus E. Morehouse,  
Charles Larkin,  
Zachariah McCoy,  
John W. Chandler,  
Peter R. Golden.

Almira Woodford,  
Mary Ann McKinney,  
Susan M. Harrison,  
Catharine Garret,  
Margaret Eacker,  
Ellen Donovan,  
Ellen Cassidy,  
Sarah Ireland.

The following parting letter of advice from the absent President, Dr. Peet, addressed to the pupils was also read and explained to the pupils:

PARIS, *June 24th*, 1851.

My dear pupils.—It was my intention when I left home to write to you often, but I have traveled very rapidly, and sometimes I have not reached my stopping places till late in the evening, when after taking some refreshments, being much fatigued I have been forced to retire to rest. At other times I have ridden all night. Under these circumstances I could not well write; but as the term is drawing to a close, I desire before you separate from the Institution, some of you to return no more, to give you some visible proof of my remembrance and affection.

The letters which I have received from the instructors and other members of the institution have informed me that you have, in general, behaved well. This has been a source of great pleasure to me, for nothing could give me greater joy than to hear "that my children walk in the truth." If there are any of you who feel that you have offended, I hope you will ask forgiveness, first of God, who pardoneth all those who are truly penitent, and then of your teachers, and of one another.

During my absence I have traveled through several States of this continent, and visited many institutions for the deaf and dumb, but I have seen none in which I think you would prefer to live rather than our own. Some of these institutions were formerly convents, and are surrounded by walls; and the door which opens into the street is always kept locked. The pupils sometimes walk out under the guidance of their instructors or monitors, but they have no personal liberty to go outside the walls, or to accept invitations to visit their friends, or to enjoy social intercourse.

Some of these schools are for boys, and others for girls; and when males and females are taught in the same school, they are instructed by persons of their own sex, and in separate rooms, and they take their meals in separate dining rooms. They are never permitted to converse with or see each other. When they occupy the same floor in the chapel, the sexes are separated by means of a screen, or the females sit in a gallery above, behind a sort of lattice work. I have found but one exception to this arrangement. Those of the pupils who have been some time in school busy themselves with religious books during the services, which are conducted in a language unintelligible to them. I say nothing of the living; it may be as good as can be afforded for the price which is paid. But I think you would hardly be satisfied with bread and water for your breakfast and supper, and never taste of coffee, or tea, or sugar, or butter, or any of those nice delicacies with which you are furnished at home.

The condition of the deaf and dumb in the countries which I have visited, after they leave school, is very different from that of the educated deaf and dumb in the United States. To be deaf and dumb is considered a good excuse for vagrancy and begging. I have met with several of this class in the Italian States, who came to me and made the sign that they were deaf and dumb, and asked me for money. Even when they have a knowledge of a trade, they find it difficult to get employment, and hence are obliged in many cases, to depend upon the hand of charity for the means of support.

How different is your condition from all this, and how thankful you should be, that you have comfortable homes, and some kind of business, by which you can supply your own wants and assist others !

As you are about to separate from the Institution, some of you temporarily, and others permanently, I can not suffer the occasion to pass, without offering to you a few words of parting advice.

To those who are to leave it for the vacation, let me say that this interval of study should not be spent as a mere season of pastime. You should try to be useful to your parents and those who may have the care of you, on the farm, in the work shop, or in proper attention to household duties. Be prompt and willing to comply with their wishes. Strive to render yourselves pleasant and agreeable inmates of the family. Do not go to places of doubtful propriety, such as grog-shops, nor imitate the vicious example of others, nor

spend the sabbath in fishing, or shooting, or wandering about the fields or woods, on this holy day. Study, or read, or write a little every day so as not to forget any portion of what you have learned at school. And finally let me enjoin it upon you to return to the Institution punctually, so as to begin your studies on the first day of the next term.

To those who are now to leave the Institution to return to it no more, let me say—but what shall I say that I have not said, again and again? You have been under instruction to but little profit, if you have not treasured up those lessons of wisdom, which will lead you to be kind and affectionate in all the family relations, to be good citizens, and useful members of society. You should select, if you have not already done it, some business for life, and pursue it steadily. Be not given to change, nor wander about from place to place. Depend upon yourselves, and by your own industry, minister to your own wants. Let me enjoin it upon you to abstain from the use of intoxicating liquors, and be not the companions of those who frequent tippling houses. Above all, remember the sabbath day and keep it holy. By this means your worldly associations will be interrupted, and you will be reminded of your relations and your duties to God. Make it a point to attend public worship, in connection with some church, wherever it is practicable, and let the Bible be your guide always. Following this you will succeed well in this life, and by the blessing of God on your efforts you may be prepared for the life to come.

That God may bless you in all your lawful undertakings, and prepare you a home in heaven, when the trials of this life are over, is the sincere and devout prayer of your affectionate preceptor and friend.

H. P. PEET.

The committee in conclusion would express the satisfaction which they have felt in discharging the duty imposed upon them by the Board. To be connected in any way with a system of benevolence, so vast in its object, so beneficent in its operation, and so efficient in its results, is indeed an honor. But to be brought into immediate contact with it, to examine its details, its wise adaptation of means to the attainment of its ends, and above all to witness the inappreciable benefits and happiness which it confers upon the objects of its care, fills the heart with the profoundest emotions of gratitude and



thankfulness to a Divine Providence, that these children of misfortune may have the burden of their affliction so entirely removed. It needs but to behold the eye, so lately dull and vacant, now kindled with intelligence and flashing with thought; the countenance radiant with joy, and the elastic step and vivacious manner so indicative of real enjoyment, to feel the full conviction that to open the mind of the deaf mute to instruction, is, indeed, to confer the boon of happiness upon an immortal mind.

We may add in conclusion that Judge Duer, one of the committee, who was not present during the examination, entirely concurs in the views above expressed.

WILLIAM W. CAMPBELL,  
JOSEPH LAWRENCE,  
JNO. DUER,

*Committee.*

## PROGRAMME.

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HON. CHRISTOPHER MORGAN,  
*Secretary of State and Supt. Common Schools.*

HON. WILLIAM W. CAMPBELL,  
HON. JOHN DUER,  
JOSEPH LAWRENCE, Esq.,  
*Committee of Examination.*

GENTLEMEN—The following programme prepared in accordance with the usual custom of the President of the Institution, for the purpose of guiding the committee in conducting the examination, will show you the number and order of the classes, the time during which each class has been under instruction, the name of the teacher, and the studies in which the several classes have been instructed during the past year.

The classes are presented on the programme in the inverse order of their standing, as you will perceive, the least advanced being placed first, viz:

### ELEVENTH CLASS.

#### I. Names.

##### *Males.*

John Marum,  
Louis M. Bouvie,  
Owen McCabe,  
Russell Johnson,  
Valentine Bradshaw,  
Hiram B. Brown,

##### *Females.*

Dorothy Vosseller,  
Ann Doyle,  
Ellen Moore,  
Sarah Ann Babcock,  
Honora Berkeley,  
Christiana R. Hardy,

*Males.*

Charles P. Edwards,  
 James E. Story,  
 Louis McK. Hill,  
 James Gardner,  
 Phillip M. Parsells,  
 George W. Schutt,  
 Elijah R. Blakeman,  
 Charles Coghlin,  
 Charles W. Vantine,  
 Nelson Grover,

*Males, 16,*

*Females.*

Amanda Dunning,  
 Susan Bailey,  
 Catharine Robinson.

*Females, 9,*

*Total, 25.*

*Taught by ISAAC H. BENEDICT.*

## II. Standing.

This class is composed, for the most part, of those pupils who entered after the commencement of the term, and with two exceptions, have been under instruction for various lengths of time, between six and ten months.

## III. Studies.

1. *The alphabet*, both manual and written.

2. "*Elementary Lessons.*" The class have gone over and reviewed one hundred and fourteen lessons of this book, embracing a vocabulary of the different parts of speech, the plural of substantives, the inflections of the verb in the present actual and habitual tenses, the use of prepositions, the article, the conjunction and the pronouns, a few adverbs and miscellaneous questions and answers.

3. *Penmanship.* Exercises in the use of the crayon and the pen.

4. *Numbers*, in figures and words, to one thousand.

5. "*Scripture Lessons.*" Three sections, comprehending the nature and attributes of the Supreme Being, and the moral and social duties of man.

## TENTH CLASS.

## I. Names.

*Males.*

John Donovan,  
 Peter Green,  
 Samuel Loomis,  
 John Minard,  
 James W. Parker,  
 William T. Parsons,  
 Louis Pigueron,  
 Otis Powell,  
 Alfred Stryker,  
 Jacob Swartz,  
 Joseph Webster.—*Males*, 11,

*Females.*

Nancy A. Barnhart,  
 Helen A. Brabrook,  
 Lavinia Darley,  
 Mary L. Goodrich,  
 Adelia Millot,  
 Fanny Jane Ogden,  
 Harriet Williams,  
 Mary Ann Smith,  
 Harriet Poppino,  
 Wealthy Woodward.

*Females*, 10—*Total*, 21.

*Taught by* G. C. W. GAMAGE.

## II. Standing—One Year.

## III. Studies.

1. *The alphabet*, both manual and written.

2. "*Elementary Lessons*." The class have gone over one hundred and eighteen lessons of this book, embracing a vocabulary of the different parts of speech, the singular and plural of nouns, adjectives in common use, the inflections of the verb in the present actual, and habitual tenses, the use of the prepositions, the article, the conjunction and the pronouns and miscellaneous questions and answers.

3. *Penmanship*. Exercises in the use of the crayon and the pen.

4. *Numbers*, in figures and in words from one to five hundred, with some simple exercises in addition and multiplication.

5. *Scripture Lessons* to section VI.

## NINTH CLASS.

## I. Names.

*Males.*

Ferdinand A. Beecher,  
 William H. H. Brewer,  
 Robert G. Harkness,  
 Patrick Rowan,  
 William W. Farnham,  
 Timothy Weeks,  
 Peter L. Golden,  
 James Ryer,  
 John Kelly,  
 Forman Robbins,  
 William G. Harrison,  
 John Isaac Kipp,  
 Peter Housel.

*Males, 13,*

*Females.*

Fanny L. Freeman,  
 Jane Simons,  
 Jane Tanner,  
 Mary Ann Wiggins,  
 Emeline L. Golden,  
 Dorcas Bailey,  
 Adaline M. Hart.

*Females, 7,*

*Total, 20.*

*Taught by J. W. CONKLIN.*

## II. Standing—Two Years.

## III. Studies.

1. "*Elementary Lessons.*" Finished from lesson 122, and reviewed.

2. *Penmanship.* Half an hour's exercise daily.

3. *Composition.* Exercises daily in forming sentences upon given words, simple descriptions of objects, short and easy stories and letter writing.

4. *Exercises in dialogues.*

5. *Arithmetic.* Exercises in simple addition, subtraction, multiplication and division.

6. *Scripture Lessons,* from sect. VI to sect. XX, and reviewed

## EIGHTH CLASS.

## I. Names.

*Males.*

John W. Wetteroth,  
 Hiram Dopp,  
 John Brownell,  
 Melville D. Bartlett,  
 William McSweeney,  
 Abraham A. Barnes,  
 Charles Pitt,  
 Sidney J. Vail,  
 Gilbert Hicks.

*Males, 9,*

*Females.*

Fanny Smith,  
 Susan A. Amerman,  
 Sarah L. Wiley,  
 Eleanor J. Laister,  
 Antoinette A. Noyes,  
 Mary O'Toole,  
 Esther Eckerson,  
 Lavinia Sherman,  
 Rosena E. Prothais,  
 Sabrina Keyser,  
 Catharine D. Plass.

*Females, 11,*

*Total, 20.*

*Taught by EDWARD PEET.*

## II. Standing—Two years.

## III. Studies.

1. "*Elementary Lessons*" finished from lesson 180, and reviewed.
2. *Lessons* 1—12, in part second.
3. *Arithmetic*. Exercises in addition, subtraction and multiplication.
4. *Penmanship*.
5. "*Scripture Lessons*" to Section X.

## SEVENTH CLASS.

## I. Names.

*Males.*

Charles Brown,  
 Thomas H. Nichols,  
 Andrew J. Gardner,

*Females.*

Martha J. Works,  
 Margaret E. Williams,  
 Mary Ross,

*Males.*

John Kain,  
Gerard LeDuc,  
Henry Gravellin,  
Leonard Lake,  
William B. Burget,  
John Van R. Halsey,  
Henry J Haight.

*Males, 10,*

*Females.*

Elizabeth Coghlin,  
Rhoda McGuire,  
Maria A. Brophy,  
Elizabeth Skelly,  
Sarah F. Spicer,  
Joanna Macauley,  
Gertrude C. Walter.

*Females, 10, Total, 20.*

*Taught by F. A. SPOFFORD.*

## II. Standing—Three years.

## III. Studies.

1. "*Course of Instruction.*" Part II, to lesson 71, and reviewed.
2. *Composition.* Exercises in framing sentences on given words and phrases, and letter-writing.
3. *Arithmetic.* Addition, subtraction, multiplication and division.
4. "*Scripture Lessons,*" to Section XXIX, and reviewed.

## SIXTH CLASS.

## I. Names.

*Males.*

David Hill,  
Daniel P. Marcy,  
James S. Livingston,  
Peter Schnester,  
Joel E. Andrews,  
Edward Hatch,  
Henry Charlon,  
Isaac Van Velsor,  
Austin M. Wilder,  
William P. Wright.

*Males, 10,*

*Females.*

Anna M. Perry,  
Elizabeth Williams,  
Gertrude A. Boughton,  
Emily Mead,  
Helen M. Tompkins,  
Harriet M. Robbins,  
Fanny Brady,  
Zeruah D. Wilder,  
Ellen A. Seaman,  
Catharine B. Wilson,  
Delia La Barre.

*Females, 11, Total, 21.*

*Taught by J. A. CARY.*

## II. Standing—Three years.

## III. Studies.

1. "*Course of Instruction*, Part III," to lesson 127, omitting 17—30.

2. *Arithmetic*. Emerson's Part I, finished, and part II from page 6 to page 23.

3. *Penmanship*. A weekly exercise of three quarters of an hour.

4. *Composition*. Simple exercises in easy stories, and journal writing.

5. "*Scripture Lessons*" finished and reviewed. Selected portions of the New Testament, and three lessons of the first volume of S. S. Union Questions on the Life of Christ.

## FIFTH CLASS.

## I. Names.

*Males.*

Nathaniel Barry,  
Owen W. Evans,  
Simeon T. Garlock,  
William Litts,  
Chauncey Ketcham,  
William W. Miles,  
Hubbard W. Ross,  
Silvanus B. Smith,  
Edwin Southwick,  
Jacques S. Williamson,  
William S. Works.

*Males*, 11,

*Females.*

Francis M. Barnes,  
Margaret M. Bower,  
Charlotte Z. Bradford,  
Susan Dodge,  
Sarah Ireland,  
Cornelia A. Lathrop,  
Mary J. Mallinson,  
Elizabeth Van Zandt,  
Louisa A. Warts.

*Females*, 9,

*Total*, 20.

*Taught by* O. W. MORRIS.



## II. Standing—Four years.

### III. Studies.

1. "*Course of Instruction Part II,*" to lesson 119: embracing the subjects of the preceding year, interrogations, &c.

2. "*Course of Instruction, Part III;*" through chap. III, comprising the history of man and animals.

3. *Child's History of the United States*, through the first thirteen lessons.

4. *Arithmetic*. The first five or fundamental rules, and their application.

5. *Pennmanship*.

6. *Drawing*, as a relaxation.

7. *Scripture*. Selections from the Gospel according to Luke, committed to memory, and the pupils required to render an account in signs and in writing.

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## FOURTH CLASS.

### I. Names.

#### *Males.*

John James Brown,  
John Dinneen,  
Charles Ferris,  
Harrison E. Fitch,  
George W. Graham,  
Abraham W. Hennion,  
Charles H. Larkin,  
Michael McLaughlin,  
Charles O'Hara,  
John Tainter,  
John Witschief.

*Males, 11,*

#### *Females.*

Margaret Abel,  
Cornelia Anderson,  
Ellen Cassidy,  
Charlotte Conklin,  
Ellen Donovan,  
Margaret Eacker,  
Catharine Garratt,  
Susan M. Harrison,  
Mary Jane McKinney,  
Almira M. Woodford.

*Females, 10,*

*Total, 21.*

*Taught by J. VAN NOSTRAND.*

## II. Standing—Five years.

### III. Studies.

1. *Geography.* Smith's.
2. *Childs History of the United States* to page 80.
3. *Arithmetic.* Practice in the five ground rules, &c.
- 4 *The Bible.* The Life of Christ in Matthew.
5. *Letters and Compositions.*

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### THIRD CLASS.

#### I. Names.

##### *Males.*

Adelmar Cross,  
 George W. Jones,  
 William J. Craft,  
 Andrew Paterson,  
 John W. Chandler,  
 Francis C. Hertwick,  
 Ozias Getman,  
 Joseph De Hart,  
 David Wilson,  
 Daniel Hogenkamp,  
 Charles W. Parker,  
 Robert McCormick,  
 John Ryan.

*Males, 13,*

##### *Females.*

Lydia Ann Ballou,  
 Helen Hunter,  
 Sarah A. Padmore,  
 Elizabeth Ann Sharot,  
 Maryette Hunt,  
 Phebe Overton,  
 Eliza Ann Palmer.

*Females, 7,*

*Total, 20.*

*Taught by THOMAS GALLAUDET.*

## II. Standing (of the majority of the class) Six Years.

### III. Studies.

1. *Occasional lessons in Course of Instruction*, Part II.
2. *Emerson's Arithmetic*. Part II., for most of the session ; since May, "*Greenleaf's National Arithmetic*."
3. "*Smith's Quarto Geography*," finished and reviewed.
4. "*Goodrich's Child's History of the United States*," finished and reviewed.
5. *Exercises in Composition* of various kinds.
6. *News of the day* and topics of general information, given to the class through the medium of natural signs.
7. *The Bible*. Selected portions of the prophetic parts of the Old Testament, and thirteen lessons of the first Vol. of "*Union Questions*" containing the history of the life of Jesus Christ.

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## SECOND CLASS.

### I. Names.

#### *Males.*

Zachariah McCoy,  
 Ahira G. Webster,  
 John McDonald,  
 Matthew Clark,  
 Joseph Cross,  
 William Breg,  
 D. W. Spicer,  
 James E. M. Coffin,  
 William L. Gilbert,  
 George M. Cross,  
 N. D. Wilkins.

*Males*, 11,

#### *Females.*

Eleanor Langlois,  
 Catharine Blauvelt,  
 Sally Ann Bower,  
 Lucinda E. Hills,  
 Margaret A. Dobbie,  
 Delia A. Eggleston,  
 Jane Ann Romeyn,  
 Mary Casler,  
 Maria Louisa Bower,

*Females*, 9,

*Total*, 20.

*Taught by I. L. PEET.*

## II. Standing.—Six Years.

## III. Studies.

1. *Geography*. Smith's Geography through.
2. *Arithmetic*. Emerson's II. Part and Greenleaf's Introduction.
3. *History*. Barber's Elements of General History, 68 pages, including the first three Periods.
4. *Composition*. Various exercises.
5. *The Bible* with the Union Question Books.

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 FIRST CLASS.

## I. Names.

*Males.*

John Edward Ling,  
 George Driscall,  
 James S. Wells,  
 Charles M. Grow,  
 James M. Camp,  
 Zenas Garrabrant,  
 James W. Clarkson,  
 Henry C. Rider,  
 Andrew K. Harvey,  
 P. E. Morehouse,  
 James H. Winslow,  
 Moses Smith,  
 Jefferson Houston.

*Males*, 13,

*Females.*

Josephine G. Colvin,  
 Helen A. Chandler,  
 Lucy Gilbert,  
 Lucy A. Boughton,  
 Auguste Hahn,  
 Catharine Sullivan.

*Females*, 6,

*Total*, 19,

*Taught by* D. E. BARTLETT.

## II. Standing.—Seven Years.

## III. Studies.

1. *Natural History and Physiology.*
2. *Geography.*
3. *History.*
4. *Composition.*
5. *Arithmetic.*
6. *The Bible.*

In this class, in pursuing the studies of the year, the main object kept in view has been to lead the pupils into habits of independent study and mental action, in order to prepare them for future continued improvement and the successful accomplishment of the business of life.

Any further information or aid that I can furnish you during the progress of the examination, I shall be most happy to render.

Hoping that you will find the progress of the classes and the condition of the Institution in general such as to merit your approbation.

I have the honor to be,

Respectfully, &c.,

D. E. BARTLETT,

*Acting Principal of the Institution.*

*Institution for the Deaf and Dumb, }*  
*New-York, July 8th, 1851. }*

## TRIBUTE

To the memory of the late THOMAS H. GALLAUDET.

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At the meeting of the Board of Directors of the New-York Institution for the Instruction of the Deaf and Dumb, held at the institution, on Tuesday, October 14th, 1851, the following resolution was adopted :

*Resolved*, That entertaining a profound sense of the loss which the cause of deaf-mute education has sustained, not less than the general interests of education and christian benevolence, by the death of Rev. Thomas H. Gallaudet, LL.D., this Board desires to record on its minutes a fitting tribute to his memory ; and that the president be requested to prepare such a memorial of the departed, to be submitted at the next meeting.

In the performance of the duty thus assigned me, I submit, most respectfully, for the consideration of the Board, the following testimonial.

The loss which we deplore, though, as truly stated in the above cited resolution, one that affects all interested in the good cause of education, touches most nearly the friends and instructors of the deaf and dumb, and the deaf and dumb themselves. To their cause, our departed friend gave, to use in part his own words, "the most active and effective days of his life," and devoted to *their* interests "the warmest sympathies" of his heart, and "the most intense exercise of his talents." In his death, the cause of education and the interests of humanity have lost an able advocate, the gospel ministry one of its shining lights, the young a friend, counselor and instructor ; but in addition to our

share in all this, we and our pupils have lost one looked up to and revered as a common father. It is a natural impulse that leads us, under the pressure of such a loss, to seek consolation as well as edification, in cherishing, now that the earthly labors of our departed friend and benefactor have closed, the memory of his worth; in recalling the events of his life, and in retracing and deepening the lines of that portraiture of his amiable and exemplary, as well as shining character, which we desire to preserve on the tablets of memory.

THOMAS HOPKINS GALLAUDET was of French Huguenot descent, and was born in the city of Philadelphia, December 10th, 1787. While yet a child, his parents removed with him to Hartford, where was to be the scene of his labors, and where his life has now closed, full of fame, if not of years.

That his youth was studious, his talents promising, and his ambition wisely directed, is evinced by his having graduated at Yale College, in 1805, before he had completed his eighteenth year. Even at that early age, he held a standing in his class among the very first, and was the competitor, for its highest honors, of a distinguished divine in this city, the length of whose ministry in the same church, to say nothing of the productions of his prolific pen, has given him a reputation beyond that of most of his clerical brethren; and tradition reports that Mr. G. was unsuccessful, not on the score of inferior scholarship, but because of the fancied superior personal address of his rival. Retained for two or three years as a tutor in the college, he early became experimentally acquainted with the subject of education, in various branches of which his usefulness was destined to be so eminent.

Having become a candidate for the christian ministry, toward which was the early bent of his mind, to complete his professional studies, he entered the Theological Seminary at Andover, then recently established. Though, while a student in that celebrated seminary, he was much embarrassed by frequent ill health, he was selected as the valedictory orator of his class, a fact sufficiently showing the high standing that he maintained, and the favorable expectation that had been formed of his future career.

Many of the qualities that afterward so peculiarly fitted him to become the successful advocate and instructor of the deaf and dumb, were already conspicuous. His judgment was carefully trained; his views clear and comprehensive; his feelings deep and spiritual; his style chaste, simple and perspicuous; his manner winning and unaffected. Possessing such traits, he bade fair to become a most acceptable and useful preacher.

With such encouraging prospects of usefulness in the profession which he had chosen, it required very manifest tokens of a providential purpose to change his long-cherished views, and compel him, cautious as his character was, even to a fault, and averse from all doubtful undertakings, to enter an entirely new and untried path. Among the friends and neighbors of his father was Dr. Mason F. Cogswell, an esteemed physician of Hartford, whose little daughter had been, by disease, at the early age of two years, deprived of hearing, and in consequence, almost entirely of speech. It was while in the midst of his career at Andover, that during one of his vacations, Mr. Gallaudet met the little Alice Cogswell, with a party of children who were amusing themselves in his father's garden. The spectacle of a child, evidently of no common promise, thus suddenly cut off both from the ordinary means of intellectual improvement, and from the higher moral and religious influences of the christian family in whose bosom she was cherished, while sundered from companionship in its teachings and devotions, took an immediate and lasting hold on the sympathies of the young theological student. Led, as if by inspiration at his first interview with the interesting deaf-mute child, to seek means of reaching her imprisoned and darkened mind, and gifted with a rare natural facility for communicating by looks and gestures, as well as with a singular aptitude for exciting the interest and winning the confidence of children, he succeeded at once in fixing her attention on written *words* as representatives of *things*; and continuing his benevolent experiments at intervals, he taught her to use intelligently many words, and some simple phrases. Few and far between as necessarily were his lessons, they were attended with an obvious development and brightening of the child's intellect; and the knowledge of words which she acquired under his teaching,



though slight, yet seemed to demonstrate that there was no insuperable barrier to her instruction in written language. The hopes of her friends were awakened, and in proportion to their sense of her affliction, was their anxiety to secure the continuance of lessons by which she profited so well, and in which seemed her only prospect of escape from the fearful doom of more than heathen ignorance, so long regarded as the necessary lot of every deaf mute.

Strongly as were his sympathies awakened in behalf of the child, thus providentially brought in his way, Mr. Gallaudet could not resolve to give up his earlier prospects of enlarged usefulness till the path of duty was made clearer by some glimpses of the unexpected greatness of the field of benevolent effort opening before him. Imperfectly aware of the existence and success of schools for the deaf and dumb in Europe, for the saint-like benevolence of De l'Epee and the philosophical acumen of Sicard had already spread far the renown of their labors, and the fame of Braidwood of Edinburgh had, years before, drawn some pupils from America, it became a favorite idea with Dr. Cogswell that a similar school might be founded in this country. To this end, he labored with all the energies of a philanthropist, a christian and a father.

It is not easy now to appreciate the magnitude of the difficulties which had to be overcome. Even to those who could divest themselves of the long-established prejudice that the deaf and dumb are naturally incapable of any considerable intellectual improvement, it seemed quite extravagant to suppose that, in this country, a number of deaf mutes could be collected, sufficient to form a respectable school. And the surprise of Dr. Cogswell's friends was as great as their compassion, when, by information obtained from the clergy of Connecticut, he was enabled to form some estimate of the number of deaf mutes actually existing in that State alone. The founding of a school for the instruction of these hitherto neglected children, having thus estimated in the compound ratio of their numbers and their fearful destitution, unexpectedly taken the character of an enterprise worthy of the most enlarged christian benevolence, and a few of those who held themselves as stewards, under God, of the

abundance which he had intrusted to them, having pledged the means necessary to the first step, that of obtaining a qualified teacher, Mr. Gallaudet, after long and devout consideration, yielded to the call made on him to become the pioneer in this work of benevolence.

Repairing to Europe in May, 1815, to acquire a knowledge of some method of instruction for deaf mutes, already approved by experience, the difficulties which the narrow and monopolizing spirit of the earlier British teachers threw in his way, most providentially obliged him to have recourse to the venerated head of the Institution at Paris, Sicard, who, like his great master, De L'Epee, held it a duty and a privilege to impart his method freely to all inquirers.

The system of De l'Epee, improved by the thirty years labor of Sicard, though encumbered with many circuitous and useless processes, had this great advantage over those of the British and German schools, that it favored the full development and highest improvement of that language of gestures which alone can become the vernacular language of a deaf mute. While in the schools that follow the methods of Braidwood and Heinicke, immense labor was wasted in the teaching of a painful and imperfect utterance, the intellectual development of the bulk of their pupils was cramped and retarded by the rudeness and imperfectness of their ordinary means of social communication.

The French teachers, on the other hand, justly regarding articulation as a mere accomplishment, desirable where practicable, but practicable in comparatively few cases, gave their efforts to the development of their pupil's mind and heart through his own language of signs, teaching him the written forms of our language, in proportion as the expansion of his ideas enabled him to appreciate the meaning of our words and phrases. That on this system the deaf and dumb make the most rapid and valuable acquisitions, is abundantly proved by the results of many careful comparisons between the French and American schools on the one hand, and the English and German on the other.

At Paris, associating daily with Massieu, Clerc, and others of the greatest living masters of the language of pantomime, Mr.

Gallaudet acquired that faith in the importance, and in the full power of that language as an instrument of instruction and of communication, which he held and acted on through life. As evidence of his earnest convictions on this point, I make an extract from a private letter, written only a year before his death, inclosing his apology for non-attendance at the first convention of American instructors, in which he says :

"I do hope that one point will be thoroughly considered by the convention, and its vital importance appreciated, (whatever difference of opinion may exist with regard to the extent to which signs should be used in the education of deaf mutes,) viz :

"That a teacher of deaf mutes cannot be thoroughly qualified for his profession, without being master of the language of signs; *natural*, as expressed by the countenance and gestures, and attitudes of the body ; and *artificial*, so far as art has enlarged and perfected this natural language."

By securing the assistance of Laurent Clerc, himself a deaf mute, thoroughly master of all the signs and processes used at the school of Sicard, and even pronounced by good judges the ablest of all the assistants of that great man, Mr. Gallaudet was enabled materially to shorten the term of his necessary stay at Paris. On arriving in this country in August, 1816, Mr. Gallaudet and Mr. Clerc spent some months in unfolding the necessity and demonstrating the practicability of the proposed undertaking to the benevolent in various parts of the Union. To the interest excited by the then singular phenomenon of a well-educated and highly intelligent deaf mute, already master of one refined written language, and rapidly acquiring another, the success which they met with, is doubtless, in good part, to be ascribed; but still more to the singular persuasive powers, consummate tact, and high character of Mr. Gallaudet, who seemed through life, gifted with a wonderful influence over all with whom he had to do. With the funds thus collected, on the 15th of April, 1817, the first permanent school for the deaf and dumb, on this side of the Atlantic, was opened at Hartford. It is an interesting coincidence, that, on this very day, the first act of incorporation of our own Institution was passed.

The wisdom of Mr. Gallaudet is strikingly shown by the high ground on which he placed his school at the outset. Many of the European charitable institutions for deaf mutes had begun on the scale of an establishment for paupers, making it impossible, in most cases, to secure teachers of talent and education, by which indeed the same amount of funds was made to serve for the relief of a much greater number of objects, but the actual benefit to each was diminished in a still greater proportion.

The founders of the Asylum, at Hartford, took the juster and wiser view, that the interests of the deaf and dumb in both worlds were too high to be entrusted to any but men of superior character and intellect, and that the appointments of the Asylum should be such as to make it a pleasant home, and not a sort of prison for American youth. They began, therefore, by making it a boarding school of the better class, making no distinction between their pupils; and the event has amply justified their course. Many indigent and deserving pupils were necessarily excluded at first for want of means, but legislative bodies soon assumed the patronage of these; and in the end all enjoyed a much more thorough and beneficial education than if the charity of the first founders of the institution had been diluted to make it reach farther.

Within a few years after the school was opened, Congress had endowed it with a township of land, and five of the New England States had made liberal provision for the education of their indigent deaf mute population. This gratifying result, the beginning of a new era in legislation, is due, in a large measure, to the personal exertions and influence of Mr. Gallaudet, through exhibitions of his pupils held, and addresses delivered, in the capitals and principal towns of the different States, and through personal appeals to influential men.

It will not be expected that on an occasion like the present I should pause to retrace the early trials, the steady progress and the final and great prosperity of the American Asylum at Hartford. Mr. Gallaudet continued its Principal about fourteen years and while under his direction it attained a degree of usefulness and of reputation second to no similar institution in the world.

The system of instruction, derived from that of Sicard, was still greatly modified and improved by his own judgment and experience, especially in omitting many of those synthetical processes, once admired but now condemned on all hands as at least unnecessary.

He was indeed happy in the uncommon capacity of some of his earlier pupils, and in the ability of most of his earlier associates; but then he developed the former and chose the latter. The fact that all the schools for the deaf and dumb, founded in this country, for many years, either at the outset, obtained teachers qualified under his care, or if they started on a different method, were soon constrained by public opinion to apply to his school for teachers, evinces a prevailing belief in the excellence of his system, due not less to the superior moral and religious tone of his school than to the superiority of its intellectual results.

As a teacher, Mr. Gallaudet was mainly distinguished for the clearness and perspicuity with which he could unfold even complex and elevated ideas in pantomime, intelligible to the youngest and dumbest of his pupils. Even the particles and grammatical inflections of language, which so much embarrass an ordinary teacher, acquired clearness and significance in his signs; and this facility led him to disregard regularity of method in introducing the difficulties of language to a greater degree than less gifted teachers would find safe. But it was in his religious lessons that his power was most manifested. First of all teachers of the deaf and dumb, he established for his pupils the regular worship of God, including prayer, praise, instruction and exhortation, in the only language which can be made intelligible to the mass of an assembly of deaf mutes, the only language also which, even with well-educated deaf mutes, goes most directly to the understanding, the conscience and the heart. And the greatest triumph of his method was in the clearness with which he could unfold, to pupils of a few weeks' standing, the new and startling ideas of immaterial existence, God and immortality.

Possessing a constitution naturally delicate, and worn down by the intensity of his labors in behalf of the deaf and dumb, he felt

## TRIBUTE

To the memory of the late THOMAS H. GALLAUDET.

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At the meeting of the Board of Directors of the New-York Institution for the Instruction of the Deaf and Dumb, held at the institution, on Tuesday, October 14th, 1851, the following resolution was adopted :

*Resolved*, That entertaining a profound sense of the loss which the cause of deaf-mute education has sustained, not less than the general interests of education and christian benevolence, by the death of Rev. Thomas H. Gallaudet, LL.D., this Board desires to record on its minutes a fitting tribute to his memory ; and that the president be requested to prepare such a memorial of the departed, to be submitted at the next meeting.

In the performance of the duty thus assigned me, I submit, most respectfully, for the consideration of the Board, the following testimonial.

The loss which we deplore, though, as truly stated in the above cited resolution, one that affects all interested in the good cause of education, touches most nearly the friends and instructors of the deaf and dumb, and the deaf and dumb themselves. To their cause, our departed friend gave, to use in part his own words, "the most active and effective days of his life," and devoted to *their* interests "the warmest sympathies" of his heart, and "the most intense exercise of his talents." In his death, the cause of education and the interests of humanity have lost an able advocate, the gospel ministry one of its shining lights, the young a friend, counselor and instructor ; but in addition to our

In this hasty summary of Mr. Gallaudet's services in the cause of general education, it should not be forgotten, that to him we owe the idea of normal schools, one of the greatest improvements of the age. His school for the deaf and dumb was, in fact, to some extent a *normal school*, in which teachers were trained for his own and other institutions, and felicitous and comprehensive in all his views, he soon perceived that the special training of teachers in view of their profession, so necessary in schools for the deaf and dumb, would be hardly less advantageous in the case of teachers of other schools.

There is no better test of the character of a teacher than the feelings with which he is regarded by his pupils, and I cannot refrain from referring, in proof of the warm and lasting sentiments of esteem and affection with which Mr. Gallaudet inspired all under his care, to the interesting and touching ceremony which took place at Hartford about a year before his death, and twenty years after his retirement from the labor of instruction, the presentation, to himself and his original associate, Mr. Clerc, of two massive and tastefully designed pieces of plate, procured by the free contributions of the educated deaf and dumb, chiefly of New England; an idea, be it remembered, which originated and was carried out solely among themselves. It was an occasion never to be forgotten by those whose privilege it was to be present. Well may Mr. Gallaudet have felt, as he looked around on the assembled hundreds who owed to him their rescue from one of the most terrible of human calamities, and their present happiness and respectability, gathered for a purpose that gave striking proofs, both of the warmth of their feelings and of the development of their intelligence, that it was a day "to stand out with strong and memorable prominence among the days of his earthly pilgrimage;" and a still more touching interest was given to the occasion by the intimation but too well founded, which he gave to those for whom he felt and expressed a father's love, that his life could scarcely be spared "for a few more years."

For thirteen of the last years of his life, he found a congenial and appropriate field for his unwearied benevolence, as chaplain of the Hartford Retreat for the Insane. The religious influences

which he had, to a greater degree than any previous teacher, been enabled to wield in softening the hearts, quelling the evil passions, and expanding at once the intellect and affections of the most wild and uncultivated among the deaf and dumb, he now sought to exercise for the benefit of the yet more wretched victims of insanity. And the result showed, that, even where all the powers of reason are wrecked, religious feeling can still be awakened, to minister balm to a mind diseased, and soothe into solemn stillness the wild passions of an assembly of maniacs.

Not the least interesting circumstance of his life was his marriage to a deaf-mute young lady, who had been one of his earliest pupils. This lady, perhaps the first deaf mute who became the chosen companion of a man of intellect and superior education, approved herself well worthy of his choice, and by her pleasing manners and exemplary life and walk, not less than by the sons and daughters she reared, who, happily exempt from their mother's calamity, inherited the best traits of their father's character, has contributed, in no small degree, to give interest and dignity, and brighter prospects in life, to her once smitten and degraded companions in misfortune.

The character of Mr. Gallaudet was that of a singularly *good* and useful, rather than that of a *great* man. Somewhat deficient in boldness and originality, his merit is not that of having devised new methods of instruction, but of having judiciously selected, and happily developed and applied, the best among the methods invented by his predecessors.

He was eminently conscientious. He never perverted the great powers of persuasion with which he was entrusted, to other than good ends; nor was he ever known to seek even good ends, by doubtful or underhanded means. He stood aloof from party strife, not from indifference to the welfare of his country, but to avoid compromising the interests of those great measures with which he was identified.

The ruling traits of his character were deep piety and sincere benevolence. But his religion was not a religion of forms and ceremonies, and though a Congregationalist himself, he was yet ever



ready cordially to unite with men of other denominations in all measures tending to the advancement of human happiness, and the Redeemer's kingdom. He desired rather to see all men influenced by the vital power of religion in heart and life, than to propagate the peculiar tenets of a sect. In all the benevolent enterprises of the day, he took a warm interest, and in many of them a leading part. In addition to his labors in behalf of the deaf and dumb, and of the insane, he presided over the Connecticut Branch of the American Tract Society, and was an efficient friend of the great enterprise of African colonization.

Courteous in his manners, and possessing conversational powers of a high order, his social influence was great, and his personal friends many and warm. In the young he ever took a peculiar interest, and, as has been already remarked, exerted a rare power in winning their attention and confidence. To sum up this brief and imperfect sketch of his character, by measuring it by the standard of his greatest achievement; the cause of deaf-mute education in this country, owes its rapid advancement, and the early and firm hold it has taken on public sympathy, in no small measure, to his lofty disinterestedness, and the moral elevation which he gave to every enterprise in which he took part, doing everything so evidently and solely for the glory of God, and in love to all men.

His christian character shone brightly to the end. His last triumph was over protracted sickness and suffering, disarmed by patience and religious faith. Surrounded by the family he had loved, faithfully educated, and hopefully committed to God in many prayers, he fell asleep in peace. To us his death is the loss of one whose place can hardly be supplied; to him, whose whole life seemed a preparation for immortality, we cannot doubt it is great and everlasting gain. He has rested from his labors, and it has been given to few to be followed by works bearing so unequivocally the stamp of the Divine approbation.

HARVEY P. PEET.

INSTITUTION FOR THE DEAF AND DUMB,

*November 11, 1851.*

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**REPORT**  
**ON**  
**EUROPEAN INSTITUTIONS FOR THE INSTRUCTION**  
**OF THE**  
**DEAF AND DUMB,**

**By HARVEY P. PRET,**  
**PRESIDENT OF THE NEW-YORK INSTITUTION FOR THE INSTRUCTION**  
**OF THE DEAF AND DUMB.**

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The wisdom of Mr. Gallaudet is strikingly shown by the high ground on which he placed his school at the outset. Many of the European charitable institutions for deaf mutes had begun on the scale of an establishment for paupers, making it impossible, in most cases, to secure teachers of talent and education, by which indeed the same amount of funds was made to serve for the relief of a much greater number of objects, but the actual benefit to each was diminished in a still greater proportion.

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Within a few years after the school was opened, Congress had endowed it with a township of land, and five of the New England States had made liberal provision for the education of their indigent deaf mute population. This gratifying result, the beginning of a new era in legislation, is due, in a large measure, to the personal exertions and influence of Mr. Gallaudet, through exhibitions of his pupils held, and addresses delivered, in the capitals and principal towns of the different States, and through personal appeals to influential men.

It will not be expected that on an occasion like the present I should pause to retrace the early trials, the steady progress and the final and great prosperity of the American Asylum at Hartford. Mr. Gallaudet continued its Principal about fourteen years and while under his direction it attained a degree of usefulness and of reputation second to no similar institution in the world.

Our party consisted of the undersigned, his eldest son, Isaac Lewis Peet, professor in the Institution, whose attainments as a linguist made his services, during our continental tour, singularly useful, and even indispensable, and to whom much of the merit of this report, whatever it may be, is justly due; and three deaf mutes, two former pupils of the Institution, G. C. W. Gamage, and William Howell, and one present pupil, N. D. Wilkins.

We reached Havre after a prosperous and rather short passage on the morning of Thursday, March 20th. Here we stopped one day, to make the necessary arrangements, (including the strange vexation of passports, in a country, at least nominally republican,) for our progress inland; obtaining a few hours also to view the notabilities of the place, the most striking of which is the artificially excavated harbor; and on Friday were carried fifty-seven miles by rail-road to Rouen.

In this old and renowned city of one hundred thousand people, we spent the afternoon, night and next morning, intending to visit a school for deaf mutes, which, according to the tables put forth from Paris, ought to be found here. Perhaps the modesty of its teachers keeps this school too much in the back ground, for after diligent enquiry, we were unable to find any person who even knew of its existence. We therefore gave the remainder of our short stay in this ancient capital of Normandy to the contemplation of its monuments of the middle ages. The cathedral, (in which the heart of Richard Cœur de Lion is said to be still preserved,) and the church of St. Ouen, in the vastness of their proportions and the elaboration of their ornaments, far surpassed any churches we had seen in America. Yet even these vast buildings, as we afterward proved, were only half-way steps to the appreciation of the greater architectural monuments of Paris and Rome. But though our country of yesterday cannot, as yet, show piles of almost useless masonry to vie with those raised in Europe, during two thousand years, we can boldly challenge comparison, class with class, with such works as our Erie canal, Erie railroad, and Croton water works.

Perhaps the most impressive locality in Rouen is that where the heroic Joan of Arc, whose only crime was, that her enthusiasm

had roused the spirit of her countrymen, and turned the tide of a foreign invasion, was ruthlessly burned at the stake, calling to her confessor, as the flames rose around her, to hold the cross higher, that she might fix her eyes to the last on that symbol of her faith.

On Saturday afternoon we resumed our journey by railroad through a fertile region dotted with the remains of feudal castles, and watered by the winding Seine. At half past four, P. M., we found ourselves in Paris, having accomplished a distance of eighty-four miles in about three hours and a half.

Here we had the happiness of meeting, for the first time in sixteen years, our old friend and former associate in the New-York Institution, Professor Leon Vaisse, who, apprised by letter of our coming, was waiting for us at the railroad depot. To him we were greatly indebted for many courtesies and attentions, both during our short stay in Paris at this time, and our return three months later. Mr. Vaisse had kindly secured for us very eligible rooms, to which he now conducted us, at the Hotel de Tours, near the Bourse, thus saving us much trouble and perplexity.

The next morning, Sunday, Mr. Vaisse came, according to promise, to escort us to the National (formerly Royal) Institution for the Deaf and Dumb, quite on the other side of Paris, in the Rue St. Jacques. When we arrived the pupils were assembled in the chapel of the institution, in which we were also invited to seat ourselves.

This chapel is a neat room, fitted up with a tastefully ornamented altar, a crucifix, wax tapers, and the other usual appendages of a Roman Catholic chapel. A remarkable picture by Vernet, of Christ healing a dumb man, hung behind the altar. The seats are without backs, immovable, and placed at right angles to the longest diameter, with an aisle running through the centre. The male and female pupils, even here, were not permitted to see each other. The former occupied the main floor, and the latter sat in a gallery above, screened from view by a curtain.

The service we witnessed was that of the mass, which, in the

eyes of the Catholics, is the most solemn and impressive of the services of their church ;—a service, to use the words of a book of devotion for the use of deaf mutes, prepared by one of their teachers, and printed with the sanction of an Archbishop, “ is the action the most agreeable to God, the most useful to men, that a Christian can perform here below ;”\* in which, not symbolically, but as they believe *really*, the body and blood of Jesus Christ are offered on the altar as an atonement for the sins of those who devoutly attend. Taught to believe that visibly before them, “ a God descends upon the altar, and offers himself a sacrifice for them,” that devout attendance on the mass is in itself meritorious and will “ obtain from the mercy of God pardon for sins,” and that levity and inattention are among the most flagrant of sins, it was to be expected that the pupils should conduct themselves with the utmost decorum. The officiating priest read in the Latin language, and in a low tone of voice, the prescribed service, most of the time with his face turned toward, or bowing before, the crucifix ; thus leaving each pupil to edify himself, as best he might, by his own reflections, aided by a book of prayers in French with which each was furnished. The services of the altar were, in all points, the same as for congregations who hear. Four of the deaf-mute boys, selected for that purpose, and robed in white and scarlet, held the wax tapers.

After the services, we were introduced to Mr. De Lanneau, the Director of the Institution, who, with all the employés, resident in the building, according to the regulations of the Institution, sets, to the pupils, an example of punctual and devout attendance at the masses and vespers, which form the only observances by which Sunday is distinguished from other days of the week. The director received us with much courtesy and gave us full permission to inspect every department of the Institution at our convenience.

The pupils passed from the chapel to their play grounds, where they engaged in their sports as freely as on any other day of the week. And we learned that Sunday was one of their principal holidays, on which they were indulged with a promenade

\* “ *Petit Manuel du jeune sourd-muet pieux,*” by Forestier of Lyons.

through Paris. On this day, we found, they have not, as with us, any religious lessons to study, doctrinal instruction being given by the chaplain on Thursday.\*

The pupils on this day were dressed in their holiday uniform, a frock coat of blue cloth, with gilt buttons, and pantaloons of the same color and material. Their physical development was good, though they hardly presented the healthy glow so common among our own pupils. They appeared much interested when they discovered that my companions were well skilled in their own language of signs, and for some time an animated conversation was kept up between the Americans and French, in which some of our new acquaintances displayed much intelligence, vivacity and enthusiasm. The differences of dialect, between institutions three thousand miles apart, proved no impediment to mutual communications, and one of our party, who hardly knew a word of French, found no difficulty in conversing with those who knew not a single word of English. In their eyes, we were invested with a double interest, as representatives of the deaf and dumb of the new world, and personal acquaintances of one of whose fame they are justly proud, Laurent Clerc; and as citizens of the other great republic of the world; for the deaf and dumb of Paris, impulsive, enthusiastic and fearless by nature, were among the first to welcome the Republic. They threw themselves freely into the surge of the Revolution of February, and more than one of them fell fighting at the barricades.

Their *esprit du corps*, or as Dr. Howe would say, their *clannish* spirit, is also very strong. At the first election under the republic, the deaf mutes of Paris nominated and warmly supported Berthier, the most distinguished of their own number, and in their eyes, hardly inferior to Napoleon or Lamartine, for member of the National Legislature. How many votes they obtained for their candidate is not recorded. Among the petitions presented to the provisional government, in the first flush of the Revolution, was one from the deaf and dumb that the functionaries of the In-

\* So we understood at the time, but it would appear from the details furnished by some of the pupils which will presently be cited, that about one-third of the pupils received instruction from the chaplain in the catechism, on Sunday as well as Thursday morning.



stitution should be chosen by suffrage. But who the electors were to be is not clear. Was it intended that the pupils should elect their professors?

To give unity to my account of this old and celebrated Institution, I will, in this place, collect all the observations made by my son and myself, both at this time, and on our return in June; together with such facts of importance to the understanding of its history and condition, as I have been able to gather from printed documents and books.

### SITUATION, BUILDINGS, GROUNDS.

The National Institution of Paris is located toward the southern side of the city, not far eastward from the extensive gardens of Luxembourg. The street of St. Jacques, on which it fronts is remarkable as forming, with the street St. Martin, on the other side of the Seine, a continuous and nearly straight line of thoroughfare quite through the very heart of the city, from one of the northernmost to one of the southernmost barriers. The buildings and grounds originally belonged to an ecclesiastical seminary or convent, which being sequestered at the first revolution, were assigned to the Institution when, after the death of De l'Épée, it was taken under the patronage of the nation.

Probably no similar institution in the world possesses more vast and imposing edifices. The main building is parallel with the street from which it is separated by a spacious court. Two wings extend at right angles to the street. The north wing also extends westward along a by-street (now called *Rue de l'Abbe de l'Épée*,) some distance beyond the main building, and partly incloses the grounds in the rear. In this wing are the apartments of the chief functionaries of the Institution, the hall of public exhibitions, the hospital, and the joiner's shop.

Of the main building, the basement contains the refectory, (dining room) and the kitchen; the first floor is occupied by work-shops, and sitting rooms, (or study rooms, *salles d'étude*) the second by the class rooms, rooms for design, and the chapel; the third and fourth floor by the dormitories, toilet rooms, and the laundry.

The south wing, with a walled garden adjacent, is sacred to the use of the female pupils, where they are kept almost in the seclusion of an eastern harem, with teachers, superintendents and attendants of their own sex, few persons except their own relatives being permitted to see them at all. Even the doctor, steward, and chaplain can enter here only when their services are required. The director alone has the right of entry ; and a special order from him, seldom granted, is necessary to open the doors of this sanctuary to visitors.

Each of the two departments has its entrance on the street, where a porter or portress is always in attendance, charged to record the names and time of entrance and departure of all comers and goers. Though the grounds are bounded on streets on three sides, no egress or ingress is ever permitted, or indeed possible, short of escalade, except through the porters' lodges.

The grounds of the Institution are spacious, extending westward to the next parallel street, and are about equally divided between gardens (some assigned to the principal functionaries, and others cultivated by the pupils,) and a play-ground for the boys. This play-ground is planted with noble trees, under the shade of which the pupils can play in summer without their hats. At one end is a gymnasium enclosed with palings, and fitted up with the best apparatus for exercises designed to develop the chest and strengthen the limbs, and muscles. Once a week, in the spring and summer, a special professor of gymnastics comes to give lessons to the pupils, some of whom have attained to great expertness in this art.

We were somewhat surprised at the extent of the grounds, which the officers of the Institution informed us, including buildings, court yard, etc. embraced eight *arpents*, rather more than eight English acres. From the compact form of these grounds, the space available for the purposes of the Institution is not only more convenient but actually larger than will be the available portion of the grounds of the New-York Institution, after Forty-ninth street shall have been carried through them. Yet the Institution of Paris has but two thirds as many pupils as ours now, and the time is not remote, when ours will need twice the space

that would suffice for the former. We could not but recall one of the exaggerated or random assertions made, some years since, in a report to the New-York Common Council, against granting indefinitely, to our Institution, the grounds it had long occupied, namely, *that these grounds were much more extensive than were found necessary for the large and liberally endowed Institution of Paris*. It is to be hoped that public men, seeking temporary popularity by appeals to public parsimony, at the expense of the cause of humanity, will hereafter be more careful to know of what they affirm.

### GOVERNMENT OF THE INSTITUTION.

This Institution and that of Bordeaux are supported and directly controlled by the national government. Together with the Institution for the blind they are placed under the authority of the Minister of the Interior, from an absurd and degrading idea that they should be classed with the hospitals, lunatic asylums and houses of refuge. Many earnest attempts have been made to have them placed where they belong, with the ordinary schools and academies, under the Minister of Public Instruction. The failure of these efforts I cannot account for, unless it is to be ascribed to the personal influence of some interested individuals.

The Minister appoints a consulting committee from among men of science, letters and benevolence, on whose advice he makes regulations and appoints the more important functionaries. In smaller matters, and in appointments of monitors and domestics, the director decides, advised in certain cases by the consulting committee. The members of this committee occasionally come to inspect the classes and other departments.

### DOMESTIC ARRANGEMENTS.

The director, the professor, who is *ex officio* second director, (now Prof. Vaisse,) the steward, (*Econome* or *Agent comptable*,) the chaplain (*Aumonier*\*) and, if I understand aright, the physician, and also in the girls' department, the matron (*Surveillante en chef*), are provided each with a suite of rooms, (from five to ten rooms each, all having domestics, several of them families)

\* *Aumonier*, (*Almoner*) is the common title of the chaplain in a French public institution

and with a fixed amount of fuel and lights, but not with board. The aspirants, *Maitres* and *Maitresses d'etude*, (tutors and tutoresses,) and the inferior persons employed, are lodged and dieted with the pupils. (Some of them have separate bed chambers, others are required to sleep in the dormitories of the pupils.) But the professors, male and female, receiving stated salaries, provide for themselves and families, if they have any, in the city, and come to the Institution only at school hours. The professors are never called to oversee the pupils out of the classes, or to give advice in matters relating to the domestic administration, and, on the other hand, the director never interferes with the instruction of the classes, further than to ascertain, as a matter of course, by means of a servant whom he sends to each class room, whether the professor is at his post.

The domestic department is characterized by great order and neatness. The refectory was furnished with two marble tables running the entire length of the apartment. At the upper end is a cross table, at which the *maitres d'etude* take their meals and overlook the pupils. The diet is very simple; at breakfast, bread only, with water, (the friends of a few of the pupils furnish them, through the porter, with butter, coffee, etc.,) at dinner three dishes, soup, meat or fish, according to the day, and potatoes, or beans, etc., with ordinary red wine diluted with water, and bread without butter. After school, at four, they have a luncheon of dry bread, without butter, like the breakfast, and at supper a cold or warm dish, (the remains of the dinner?) with a *dessert*. On one day, (a fish day,) when we noticed them at dinner, the three dishes were: 1, soup, 2, codfish and potatoes, 3, lentiles or pulse.

The pupils, after taking their places at table, had their attention called, by the beat of a drum, to one of their number appointed to repeat in signs the *benedicite*. At the conclusion of the meal, the drum was again beaten, and thanks returned in the same way. At another beat, the boys all rose, and at still another, marched out into the play ground. Here after a recreation of half an hour, they were called, by the drum, to form themselves into a procession and walk into the Hall of Design. To a question, put by my son, as to the impression made upon them by the

drum; some of them replied that the sound seemed to pass along the ground then up their lower limbs, and was felt by them in the *epigastrium*.

The dormitories, two in number, are furnished with single beds and iron bedsteads. By the side of each bed stood a night convenience. The boys, we were told, made their own beds on rising. In an adjoining room, (*salle de toilet* or *lavabo*) on the same floor, were wash-basins. On a separate nail hung a separate towel for each of the boys. These wash-rooms were used only on rising, being locked up the rest of the day. When obliged to wash at other times, they used a marble basin in the basement, and towels common to all.

The hospitals are quite extensive and admirably arranged. More space has been assigned to them than has, happily, been found necessary. At the time of our first visit, the hospital of the boys' quarter contained three patients. They are under the constant supervision of a nurse, and are visited daily by the physician, who receives a stated annual salary. The physician is charged to examine each new pupil, and if his deafness appears curable, to make trial of suitable remedies.

In every portion of the domestic department the duties of each *employé* are prescribed by written rules, signed by the director, who, with the concurrence of the consulting committee, makes and alters minor regulations, conforming to the general regulations sanctioned by the Minister. All orders are given in writing, and when special, are borne by a servant to the parties concerned. On the occasion of our visit, a note was addressed by Mr. DeLanneau to each of the Professors, directing them to give us every facility for seeing their respective classes.

In short, the discipline of the establishment is half monastical and half military. The relations of the functionaries to each other partake more, perhaps, of military respect and subordination than of the mutual courtesies, good will, and consideration for each other's rights which, among the corps of teachers of an American Institution, would make authority and punctiliousness unnecessary.

The pupils are not permitted to hold communication with any persons out of the Institution, except their own families, or the authorized correspondents of the latter in Paris. All letters to and from them, must pass through the hands of the director. Any officer or *employé* of the Institution, carrying a letter, or performing a commission, for one of the pupils without the authorization of the director, is liable to be dismissed for this fact alone.

### REWARDS AND PUNISHMENTS.

The system of rewards and punishments appears to me to be addressed too much to the inferior motives of pride, avarice, ostentation, love of display, and triumph of superiority. A systematic course of appeals to the high faculties of mutual benevolence, and reverence for the wishes of their parents and teachers, and for the ordinances of God, and of rational appreciation of the beauty and advantages of right conduct, would, I am confident, produce at least as much outward order and decorum, and far better inward fruits.

Corporal punishment is not, as I understand, resorted to. The lighter punishments, for idleness, inattention, breaches of order in the school or study rooms, etc. consist in depriving the pupil of his meal or part of it, at dinner or supper, placing him with bread and water at the table of penitence, or obliging him to wear the dress of penitence. More serious cases are punished by confinement with a task, for a time not exceeding three days; by a public reprimand recorded in a register, and finally by a public reprimand, and recorded and affixed in view of visitors in the parlor. If these means prove insufficient the pupil is expelled from the school.

The lighter punishments are inflicted by the professors and tutors, the former of whom, in case of breaches of order in school, or neglect to get lessons, enter the punishment in a book which is delivered to the tutor who sees to its execution. The director alone can inflict the graver punishments.

The rewards consist in notes of approbation for good conduct, given weekly, (a certain number of which entitle the pupil to a

special premium,) and in books, medals, *crowns* and sums of money, bestowed after the annual examination in August, on one or more pupils in each class. This distribution of rewards is made an occasion of considerable pomp and ceremony. Men of social and political distinction are chosen to preside. The friends and relatives of pupils, and others who take an interest in the Institution, fill the Hall of Public Exercises; addresses are delivered by the professors in rotation, both orally and in pantomime, and the fortunate candidates for the prizes are made the heroes of a fete. It is to be feared that these scenes may produce heart-burnings and foster envy. I would prefer that prizes for scholarship and good conduct, if conferred, should be given to all who have attained a fair degree of merit, not reserved for one or two among several, perhaps almost equally deserving. The premiums, it may be added, are mostly derived from legacies left to the Institution, years ago, for this special object. The addresses delivered on this occasion, with the names of the pupils *crowned*, as the phrase is, are published in an annual pamphlet, the only kind of annual report ever published by this Institution. Its reports are made to the Minister, and rest in his office.

### TRADES.

The trades taught to the boys are shoemaking, tailoring, joinery, (nearly equivalent to cabinet making,) turning and lithography. As a preparation for this last, all the pupils receive an hour's instruction in drawing three times a week, from a well qualified and well paid special professor.\* This is an interesting feature of the Institution. A large room is fitted up for this special purpose, and it was truly a gratifying sight to see all the boys seated, each with a portfolio and a copy before him, exerting himself to his utmost capacity to give the exact counterpart of his copy. A pencil and a knife are allowed to each of the pupils; at the close of the lesson these are all carefully collected into separate baskets. Some of the specimens of drawing were remarkably fine, and did great credit both to the teacher and the pupils.

\* The drawing master, for his three hours' attendance weekly, receives one-third as much as the professors, who attend four hours daily. Instruction in drawing is also given to all the girls by a teacher of their own sex.

The attention paid to drawing is not without useful results. There are, among the former pupils of the Institution, several skillful and successful artists, and some are employed as engravers by the government. In fact the fine arts offer the surest prospect for a deaf mute of more than ordinary talent and industry, to acquire competence and a distinguished social position.

In turning we were shown some very neat and creditable specimens of fancy work. Some of the pupils of the Institution have obtained a silver medal, for articles in this branch, at a national *exposition* of French industry. In lithography also we saw some very favorable specimens, and on the whole the industrial department seemed well organized, and successful.

#### DEPARTMENT OF INSTRUCTION, HISTORY AND PRESENT STATE.

The memory of the Abbe de l'Epée, the founder of the Institution of Paris, is still cherished by teachers and pupils with a religious and enthusiastic veneration. On the other hand, his successor, Sicard, though enjoying in his own day so brilliant a reputation, is now held in very moderate repute. In the general sentiment De l'Epée is the "father of the deaf and dumb," the self-sacrificing teacher, who devoted to them his fortune and his life—the first who won for the indigent deaf mute a place in the hearts and in the prayers of the christian public, and secured to them a hold on the sympathy and assistance of the benevolent and powerful—the first to discover and put in practice a mode of instruction that admits of collecting the deaf and dumb in schools, so that one teacher can give lessons to a numerous class at once, whereby he made possible the instruction of those, far the largest part of those unfortunates, who could not hope to occupy each the entire time and care of a well qualified teacher. True, his immediate success was but moderate, and he left his method imperfect, but his advent was still the dawning of a far brighter and happier day for the deaf and dumb than the world had yet seen.



On the other hand, the titles of Sicard to respect reduce themselves to the merit of his methods; and here he is found especially wanting. He was not the sun that dissipates the morning clouds, but the lightning that breaks through them to dazzle and lead astray. It is held that his processes, so much admired in his day, were adapted to captivate the imagination of those who attended his public exercises—that in most cases they were real hindrances to the pupil's progress, and that far the greater number of his pupils, painfully conducted through a long series of metaphysical labyrinths, came forth with an irremediable confusion of ideas on the subject of language. Even Massieu, whose fame, a few brilliant answers given at public exercises have spread through the world, was, after the testimony of those who knew him best, unable to write a page in correct French, or to follow out to any length a consecutive chain of reasoning. Clerc is almost the only decided exception to this judgment upon the pupils of Sicard, and his case only shows what a pupil of rare talent may become, in spite of the defects of the system under which he was trained. Such is the prevalent judgment passed on Sicard in Paris. I only report it.

In the declining years of Sicard, Bebian, who holds, in the esteem of the deaf and dumb of Paris, the next place to De l'Epee, rose like the sun partially dispelling the clouds. To a power and facility of expression in the language of pantomime which, in the estimation of his admirers, has been rivalled by no teacher before or since, he joined a depth of thought, practical common sense, and pungency and grace of style, rarely found in union. By his efforts and influence, both the laboriously developed system of methodical signs, (so far as those signs represented words and not ideas,\* or were arbitrarily devised to dictate

\*The greatest defect of methodical signs, as used in the school of Sicard, was the tendency to use the same sign for all the different meanings of a word. Hence, the more significant and appropriate the sign for one meaning, the greater the confusion of ideas when applied to a different meaning. This was especially true of signs, for instance, by which operations that produce certain effects, were figured to denote those effects however otherwise produced, or by which signs, characteristic of certain individuals, were applied to whole classes having no common resemblance in the points on which the signs were founded. Bebian relates that one day, seeing one of Sicard's assistants dictate to his class the phrase *roasted chestnuts*, (forming part of a vocabulary,) he caused roasted chestnuts to be brought into the class, and demanded their name. All the pupils replied that they did not know; and were much surprised when

grammatical particles and terminations,) and the pompous and imposing metaphysical processes of Sicard were put aside, and gradually went into total disuse and oblivion. For those circuitous and cumbrous artificial instruments, Bebian substituted methods more natural, simple, direct and efficacious. Arranging the subjects of instruction and the grammatical difficulties of language in a regular philosophical progression, by a few simple gestures, chosen with such admirable tact, that they conveyed neither more nor less than the precise idea to be communicated, he reached at once the intelligence of his pupil, and imparted to every written phrase life and significance. The main features of his plan were the careful graduation of difficulties and the early employment of the words and forms already taught in forming little narratives and dialogues adapted to the pupil's comprehension. He made much use of design, and of a sort of written formulas, by which the value of grammatical terminations and particles was deduced, by a kind of *diagram*, from their elements.\*

Almost the only trace of the labors of Sicard, which Bebian preserved, is the celebrated theory of ciphers applied to mark the parts of a proposition, and to decompose the elements of a sentence. Some of the most distinguished pupils who have ever honored this or any other institution for deaf mutes, Berthier, Lenoir, Forestier, etc., still live to attest the ability and success of this remarkable instructor. And I believe that the general sentiment is, that since the retirement of Bebian, the Institution of Paris has produced no pupil, deaf mute from birth, to compete with those just named.

Sicard outlived his activity, and, perhaps, his usefulness, though he remained nominally at the head of the Institution till his death, which occurred in 1822. On this event, the vacant

told that they had just written the name. The difficulty was that the teacher had signed for the word *roasted*, as he would to express *roasted veal*. He had put the chestnuts on the spit. On another occasion, Bebian saw one of Sicard's disciples dictate to a pupil at a public exhibition, the sentence, "The cat is a *domestic* animal." For the word *domestic*, he figured a *lackey*, or waiter. Such signs can only be compared to the *rebuses* formed of fantastic hieroglyphical figures.

\* E. g.     $\left. \begin{array}{l} \text{A book} \\ \text{A book} \\ \text{A book} \end{array} \right\} = \text{books, or} \quad \left. \begin{array}{l} \text{I} \\ \text{You} \\ \text{He} \end{array} \right\} = \text{We, etc.}$

place of director seems to have been justly due to Bebian. But with all his talents, he appears to have wanted discretion and dignity. Falling at variance, through some unguarded expressions, with those who conducted the domestic affairs of the Institution, and who were supported by powerful friends, he was obliged to retire, and after conducting for some years a private institution for deaf mutes, finally died in poverty and exile.\* The feud between him and a portion of those connected with the Institution unhappily grew more bitter with time, and one of his last productions was a harsh *critique* (to which I shall again have occasion to refer,) on the plan of a new organization of the Institution, printed at the end of the third Circular—a *critique* written with characteristic force and pungency, and presenting many valuable observations, but in some parts degenerating almost to a libel.

Since the death of Sicard and the retirement of Bebian, the intellectual department of the Institution has been practically without a head. For nearly thirty years, it has had no director capable of introducing order, efficiency, and especially uniformity in its system of instruction; and for nearly twenty years past, the director, strange as it may seem, has been formally excused from all concern in such matters.

In 1832, the office of director was conferred on Mr. Desire Ordinaire, a man of considerable talent, and great private worth, but of very limited experience in the instruction of the deaf and dumb, and possessed with a sort of mania for teaching deaf mutes to articulate. The celebrated Baron Degerando, who was then at the head of the board of administration of the school, had written a treatise "On the education of the deaf and dumb," which still justly challenges our respect for the extensive research, patient investigation and elaborate reasoning which it displays, but unfortunately, the talents of the Baron, great philosopher and profound thinker though he was, could not supply the want of a practical, experimental knowledge of his subject. Degerando, as is well known, had come to the conclusion that articulation and reading on the lips could be, and ought to be taught to all

\* He was a native of Guadalupe, one of the French West Islands, whither he returned and died in 1839, at the age of fifty.

the deaf and dumb; that the written forms, or the labial forms of words, could be conceived with the ease and distinctness with which we conceive spoken words, and can afford to the deaf and dumb the same assistance in mental operations that speech does to us; and that the too constant use which they make of gestures among themselves, was the great hindrance to their progress in language. Hence the plan of a new organization already mentioned as so severely criticised by Bebian. By this plan, the use of the language of gestures was to be gradually, but as much as possible restricted in the classes; and out of the classes, the pupils were to be required to converse only by words, spoken, written or spelled on the fingers. Exercises in articulation were to be made general, even the daily prayers were to be articulated in presence of the pupils. At the same time was introduced the system of *rotation*, i. e. the confiding all the pupils of one year, in order of rotation, to a professor who was charged to retain the care of them to the end of their course. This last feature of the new plan is the only one that survived a brief experiment. The exercises in articulation were, for the younger pupils, continued for some time with much zeal by the director, but with such unsatisfactory results, that though the zeal of Mr. Ordinaire fainted not, the patience of all others concerned was wearied out. And the idea of restricting to words the spontaneous conversations of a hundred vivacious youth, of whom a large part did not know the names of the commonest object around them, and the most advanced expressed themselves in words slowly, imperfectly, and with difficulty, is so preposterous that it will easily be believed no serious attempts were made to carry it out in practice.

The system of rotation which has just been referred to, left each professor entirely independent in his own class, and the new director, conscious of his inexperience, did not even claim the right to control the methods which each might choose to adopt. Hitherto the rule had been that the younger pupils should be taught by the least experienced, or least qualified teacher, and that they should gradually pass to the care of other teachers of greater experience, or of higher qualifications. But in a school without any system of instruction, and without any authority to prescribe a regular course of lessons or of studies, it is

evident that when a class, at the year's end, passes to a new teacher, no little time must be lost before the pupils would come to comprehend the new teacher fully, and before the teacher could ascertain how much of language his new class were masters of and what remained for them to learn. The adoption of the system of rotation seems, then, under such circumstances, a matter of necessity. It was mainly urged, however, on the ground that, by giving each professor the opportunity of studying out a complete course of instruction, and of comparing the results of different methods, the best method would be recognized as approved by its results and each would borrow from the other what was valuable and reject what was found defective, and thus, in time, the system would be perfected and rendered uniform. Unfortunately these results have not been realized.

When Mr. Ordinaire retired in 1838, the post of director seemed justly due to Professor Edward Morel, nephew of the Baron Degerando, widely known to teachers of the deaf and dumb as the editor of the *Circulars*, and since, of the *Annals*. But the minister chose, in spite of the warm opposition of the Board of Administration, to confer this appointment on Mr. De Lanneau, a man of character and of social and political influence, previously long the head of a collegiate seminary and, at the time, one of the twelve mayors of Paris; but who possessed no knowledge either of the practice or theory of deaf-mute instruction, which even now, I believe, after thirteen years service, as head of the Institution, he does not claim to be acquainted with. Whether this singular appointment was due solely to political and personal considerations, or was prompted by an opinion that the placing of one of the professors over the heads of the others would exasperate the feuds and jealousies already existing among them, is a point on which I have no light.

Of course Mr. De Lanneau intermeddled even less with the business of instruction than Mr. Ordinaire had done. That is to say, he not only pretended to no control over the professors in their classes, but he even never attempted to influence them by advice, or to continue the conferences which his predecessors had encouraged, designed to enable each instructor to profit by the

experience and suggestions of others. Consequently, the last bond of union between them being broken, each professor went off on his own tangent line, and there seems at this day small prospect that the divergences of opinion and practice between them will soon diminish.

Mr. De Lanneau, however, is, I believe, a warm friend of the deaf and dumb, and popular with them. His social and political influence is no doubt useful to the Institution, and to the deaf mutes of Paris. His duties as head of the Institution are restricted to matters which we should regard as secondary and incidental. Such as they are, I have no reason to doubt they are faithfully performed.

Still, it is much to be lamented, that there should be such a want of harmony among the teachers of this old and venerable Institution. The picture which Bebian draws in 1834, making allowance for exaggeration, is but too applicable at this day. "Each professor is left to his own lights; without rule, without guide, without control; free to mark out, or not to mark out a plan; to advance in a regular course, or to run at random. Unity of method was desired, and behold! the school is torn into as many schools, into as many methods, or systems as there are professors of each sex. Each wishes to have a method of his own, processes of his own, ideas exclusively his own, resembling those of no one else, resembling sometimes nothing whatever. Each would be a creator, or at least an innovator. Generous ambition, which I would applaud with all my heart, if all these experiments were not tried upon unfortunate children who may become victims of them. For of the ten professors of the Institution of both sexes, may not there be found one who may go astray on this ocean upon which the administration has launched him without chart, compass, or pilot? It must not be forgotten that each professor is charged with all branches of instruction, grammar, history, philosophy, geography, natural history, mathematics, &c.; and when it is considered that the errors, the indolence, or the inexperience of a single professor may smother the intelligence of a tenth part of all the pupils, and that without remedy, since, for those whom

late leaves at the mercy of an erroneous system, there is no longer hope of relief, by passing, in course, to the care of a teacher more happily inspired, we may well be startled at the temerity of those who abandon to a sort of blind fatality the destiny of the unfortunate children committed to their hands." \*

That the consequences have not been so unfavorable as the above extract would lead us to fear, is due solely to the zeal, intelligence and ability of which every one of the present professors has given proofs, and to the apprenticeship which they are required to serve, and the proofs of capacity they are, in theory at least, expected to give, before obtaining a permanent appointment. Still it cannot be doubted that some of the professors must be more gifted, or more laborious, as well as more experienced than others, and the pupil has some right to complain who may find himself condemned for six long years to the lessons of the dullest out of six teachers, with no hope even that, by extraordinary diligence, he can lift himself, before the end of the six years, into a class under more cheering auspices.

With the present professors of the Institution, uniformity of method is not probably to be looked for. All but one or two have labored twenty years or more in their peculiar vocation, and the opinions and methods which men have been half a lifetime in forming, are seldom open to conviction, or liable to change. Still, if a director of experience and of commanding talent should be appointed, capable of directing the course of instruction, as well as the domestic concerns of the house, he would, no doubt, gradually impress his views more or less upon the professors, and by forming the younger teachers, who, from time to time, must take the place of the present professors, would, in time, introduce uniformity and harmony, as well as higher improvement.

And I take much pleasure in testifying that, in spite of the unfavorable circumstances which have been explained, the general success of the Parisian teachers is very creditable, not surpassed certainly by the results attained by any other school for the deaf and dumb in Europe with which I was able to compare it.

Of course, with an entirely different system in force in each class, it would be very difficult to give any clear account of the distinctive features of the system of instruction here most in vogue. I greatly regret this, for an account of the method of the oldest, most celebrated, and probably in some respects, most successful school for the deaf and dumb in Europe, would add much to the value of this narrative, and strongly interest American teachers.

There are some things, however, in which all the teachers, so far as I could learn, are agreed. One is to encourage the full development of the pantomimic language of the deaf and dumb, as a means of mental development, as an instrument of instruction and of explanation, and a test of comprehension. Another is to reject the mechanical dictation of sentences, word by word, by methodical signs used only in the school-room, and not colloquial among the pupils. A third is to graduate the difficulties presented by the construction of written language and complexity of our ideas after some method, more or less uniform, more or less philosophical.

A fourth principle, which has been put forth on high authority as distinctive of this school, perhaps, however, comprehended in the third, is to teach the pupil a new grammatical form only in proportion and in measure only as he comes to appreciate its necessity and its use; to begin, in short, with the simplest grammatical forms and the simplest ideas, and advance by progressive steps to the most complicated forms of speech, and the most elevated domains of thought. Here certainly are the layers of a broad and solid foundation, on which good methods may be built, enough, in spite of the divergency of practice, to account for the general degree of success to which I have testified.

If we seek to go beyond these general views, and come to practical details, we shall probably find the methods of the several professors to diverge and cross each other again in a labyrinthine confusion. The principle which rules the order of our own course of lessons, is that, beginning with the first elements of discourse, the noun, other elements should be successively introduced, one at a time, in the order of simplicity, the adjective, verb, preposi-



tion, etc., and the pupil led from the first to form the habitude of thinking, in an order of ideas corresponding to the order of words, by being carefully practiced as he goes along, in repeating from memory or dictation, and in forming himself phrases and sentences, composed at first of as few elements and as few grammatical forms as possible, and gradually introducing forms of expression more complicated, and deviating more and more from the order of nature. So far as I could judge, the lessons of the Parisian teachers turned mainly on the development of *grammatical* forms, and sufficient attention was not paid to the *logical* development of the elements of discourse. One teacher chooses to begin with quite an extended vocabulary of visible objects, passing next to adjectives, and next to verbs. Another begins with a series of phrases, embracing the verbs, *bring*, *show*, in the imperative, requiring the pupils, at the outset, to *bring the book*, *bring the inkstand*, etc., till they have brought all the objects in the school-room, and then to *show the house*, *show the lion*, etc., by holding up pictures, till they have thus acquired a certain number of names. The advantage of such exercises for testing their understanding of the names taught is clear, but still the nouns must be explained singly, for the pupil must know what object is meant before he can bring or show it. They do, therefore, in fact, necessarily teach single words, though they join verbs to them immediately after. And we may doubt whether the pupils will, at this stage of instruction, and from the examples before them, attach any clear ideas to the written words *bring* and *show*. Nor is it very easy to see what advantage will be gained by associating, at the beginning, the name of every object taught with the ideas of *bringing* or *showing*. I should prefer a series of conversations in pantomime on each object, showing it in a variety of circumstances, and subject or object, in a variety of familiar incidents, often supplied by the pupils themselves, which will furnish them with materials when they come to verbs, to interweave the names they have thus learned in a multitude of simple phrases.

Others of the Parisian teachers would begin by teaching the names of the pupils in the class, and then passing to phrases in the imperative, consisting only of a name and an intransitive

verb, e. g., *Henry, walk; Edward, write; Francis, run; etc.*, Others again would perhaps, after teaching a few common names, pass at once to complete sentences consisting of a subject and object, connected by a transitive verb, as, "A boy tears a book;" "Louis breaks a slate." In short, each, at his own option, puts the horse (if this simile be allowed to me) before, behind, upon or under the cart, and is fully persuaded that his own plan is the most easy and convenient.

Taking each his own point of departure, of course each has his own ideas of a graduation of difficulties. It would have required far more time than I could spare to gather even a brief outline of so many different systems, which were not always, perhaps, quite clearly comprehended by their authors. It may be remarked, in general, that attempts more or less successful are made to combine the development of a methodical vocabulary with the development of the grammatical forms of the French language.\* These grammatical forms, it may be observed, are not only not different from, but much more varied and complicated than those of our own language, and hence their *grammatical* lessons, however well devised, can furnish but few useful hints for our teachers.

Perhaps the most useful remark that can be made in this connection is that a zealous and faithful teacher may succeed in spite of an erroneous and defective method, especially if the pupils possess, in a copious and improved dialect of pantomime, the means of spontaneous and rapid mental development; and more especially if the teacher's gifts in this language enable him to command the attention of his pupils, and to explain with clearness and significance the shades of meaning involved in grammatical forms; a talent, however, rather rare.

With respect to the processes of the school rooms we did not notice, in the ordinary classes, any thing striking or peculiar, except perhaps, the showing of pictures of objects already mentioned. The morning is given, as with us to reciting from mem-

\* Two of the deaf mute professors very obligingly furnished us with some of their manuscript lessons. See a note at the end of this report.

ory, and developing the lesson of the preceding afternoon, and in the afternoon a new lesson is given and explained, and if a manuscript lesson, which is always the case in the three or four younger classes, (for they have no printed lessons,) the pupil must copy it in his copy-book. Penmanship is taught three times a week, by a special professor. It hardly appeared to us, however, that the pupils were equal to our own, in point of neatness and legibility of hand writing.

If the Institution would, like our own publish the annual programme, and *proces verbal* of the examination of its different classes, it would at least enable teachers of other institutions to estimate the degree of success, and profit by the experience of its different professors. Of the attainments of the pupils in arithmetic, geography etc., we had but little opportunity of judging, our attention being directed to the processes of instruction in language.

#### CLASS OF HIGHER IMPROVEMENT.

The *classe de perfectionnement*, otherwise called the *classe d'instruction complementaire*, was founded by the late Dr. Itard, for nearly forty years physician to the Institution, and author of a very valuable treatise on deafness and the diseases of the organs of hearing. At his death, in 1838, he left a perpetual income of eight thousand francs to the Institution, for this foundation, the motive of which he thus expressed: "This remarkable fact has for me all the character of a demonstrated truth, that nearly all our deaf mutes, at the end of the six years allowed for their instruction, find it beyond their ability to read with a perfect understanding the greater part of the works of our language. It results from this, that wanting the ability to draw at pleasure on this great store-house of the productions of the intellect and heart, the deaf mute, dismissed from the Institution, must remain all his life at the same degree of instruction at which his teachers have left him; and, in consequence, that the most useful study for him will be that which shall lead him to read *understandingly*, and without fatigue, all the most important works of our language. Such should be the result of the class of complementary instruction. But that this end may be attained a ri-

gorous condition of its organization ought to be the exclusion of the language of pantomime, and the requiring the pupils and professor to communicate with each other only by language, whether by speaking orally, or by writing. It is of the utmost importance that the deaf mute, arrived at this final degree of instruction, should cease to think in his language naturally imperfect and elliptical, translating, as he does from it, his ideas into our language, and that he should think and express himself originally, in the language of the speaking world, whether by the voice, (if taught to articulate,) or by writing. Without this condition, I repeat it, there would be one class more, but not a class of special instruction." He added that the class should be confided to a speaking professor, assisted by a deaf mute.

This judgment passed by Itard on the attainments of the pupils, as the result of his forty years' of observation, beginning with the palmy days of Sicard, only shows that the Institution of Paris, renowned as it has been, is no exception in point of average success to the general rule. In fact, all teachers of the deaf and dumb in all countries, and under all systems, have been forced to acknowledge, with pain and humiliation, that after their best efforts have been bestowed, they are able to show a few exceptional cases only, of deaf mutes from birth, who have attained the ability to read books with the ease, pleasure and profit which well educated persons associate with the idea of reading. Of course, some instructors conduct their pupils much further in language, as in general knowledge, than others can or do; still we all find, at the end of the term, the mass of our pupils far below the summit, at which we aim, and which few of them become able to scale.

This is not the place to discuss the causes of this state of things. We will confine ourselves to the remedy proposed by Dr. Itard. Whether it is the best that could be devised, there may be differences of opinion. To interdict the use of the language of gestures to the teachers, is to deprive his lessons of all life andunction; to take from him his readiest and surest means of defining words and phrases accurately, and his most powerful resource for fixing the attention, and indelibly impressing the memory of his pupils. If the question were only how to acquire readiness and

expertness in the use of words and phrases already learned, there can be no doubt that the best plan is to confine the teacher and pupil to communications in words, and especially to induce the pupils to use words among themselves. But when the teacher has to explain new words and new phrases, involving very often ideas that require nice distinctions, and deductions from extended premises, it appears to me that to confine the teacher strictly to words is to make the progress of the class more slow, difficult and uncertain.\* Besides the comparative slowness of writing and spelling words, it must not be forgotten, that we cannot, on any system, give to words, for a deaf mute, the grace, the impressiveness, the sense of interior life, which words derive from the tones of the living voice.

We think, therefore, that the interdiction of the use of gestures in the class of perfection, is carried too far. In practice, it has been found necessary to modify the restriction in one point, as we shall presently see.

Some years elapsed after the death of Itard before his wishes were carried definitively into effect. Finally a ministerial ordinance was obtained, establishing the proposed class, and at the same time, in conformity with another wish expressed by Itard, the exercises in articulation, which, since the departure of Mr. Ordinaire, had fallen into total disuse, were renewed, in favor of such of the pupils as showed a special aptitude for this branch of instruction. To this I shall again refer.

Mr. Morel, to whom the class of complemental instruction had been entrusted, was transferred, in the fall of 1850, to the National Institution of Bordeaux, where he replaced, as director, Mr. Valade Gabel, the latter, by order of the Minister, returning to Paris; much as in a military service, the commander-in-chief would order one officer to relieve another at a given post.

\* Would a teacher of German, for instance, require his English pupil, as soon as he is able to read the very simplest books in German, to discard his German English dictionary, and use only dictionaries in which German words are explained and defined by other German words? This is exactly a case in point.

Mr. Morel was most worthily replaced by our excellent friend, Mr. Vaisse. The professor of the class, we are now considering, is the second officer of the Institution, and *ex officio* takes the place of the director in the absence or disability of the latter. For these functions, Mr. Vaisse, in heart, mind and manners, is admirably qualified.

The *classe de perfectionnement* consists of the best two pupils, in point of scholarship, (in the male department only) from each graduating class, continued for an additional term of three years. To them are added one or two monitors employed in the school, and sometimes pupils supported beyond the regular term (six years) by their friends. At the time of our visit, there were eight pupils in this class, six on Dr. Itard's foundation, and two others added by the Institution, their services being needed as monitors in the other classes. They receive instruction every morning, from half-past seven to ten, while the other pupils are in the shop, before school, and again for two hours after school, on Wednesday and Saturday afternoons only. During the ordinary school hours they act as monitors in the other classes.

It will be understood that the pupils of this class must be unequal in point of attainments. One-third of them are in their seventh year, one-third in their eighth, and one-third in their ninth; and this is not the worst of it. Taken from three different classes, brought forward, as we have already explained, under three different systems, some will be found to have extensively studied subjects into which others have hardly looked, and *vice versa*; and some will be well acquainted with words and phrases which are all Greek to others. Hence the task of the professor becomes not a little difficult, and this state of things must necessarily diminish his success.

Mr. Vaisse has perhaps adopted the best plan which the circumstances of the case will admit. Selecting certain subjects of study, as grammar, geography, history, astronomy, and a few text books not too diffuse, or too elevated in language, he has arranged a three years circle of studies, so that the pupil, entering the circle at whatever point, will, during his three years, pass with his changing classmates round every column in the peristyle, some

coming in at one point, some at another, but each leaving at the point where his own course becomes complete. Of course, a regular progression is impossible, but practice in the language of books is gained, and this is the main point. It is worthy of consideration, whether in so small a class, the teacher could not afford to mark out a course of special studies for each pupil, adapted to his actual advancement, and the native bent of his faculties, requiring, however, all to attend simultaneously a course of lessons in language and style, embracing idioms, proverbial and figurative expressions, etc.

If the time the professor can devote to each pupil will admit of such special attention to the studies of each, would not the general results more fully answer the intentions of the founder of the class?

Mr. Vaisse conscientiously obeys Dr. Itard's prohibition of the language of gestures for explanation of his lessons. Having copied the lesson for the day on his blackboard, he explains the difficult words and phrases by synonymes, or by written definitions, adding a written paraphrase of the whole sentence if its meaning is obscure. These written explanations the pupils transcribe, on the spot, in their blank books, and are then called on alternately *to translate the lesson, sentence by sentence, into natural signs*. Though the language of signs may, with loss of time and labor, be dispensed with for explaining the lessons, even here we see it cannot be dispensed with as the means of proving whether the pupil has comprehended his lesson.

To explain and make sensible to the eye, the grammatical construction of sentences, much use is made of that ingenious and philosophical system of grammatical symbols, founded on the ciphers of Sicard, already mentioned, and methodically developed, some years since, by Professors Barnard and Vaisse when associated together in the New-York Institution.

Perhaps most teachers would form, from a cursory examination of these symbols, the impression that they are too complicated and too abstract for the use of the deaf and dumb; requiring, on the part of finished scholars and grammarians, considerable

study for their acquisition, some may doubt whether, for a class deaf mutes, the labor of learning them will be repaid by the utility to be derived from them. Mr. Vaisse, however, after fifteen or eighteen years experience in their use, holds them to be important helps to the comprehension and grammatical composition of sentences, and the results of the trials that have been made of them in our own Institution have been favorable.

The symbols used by Mr. Vaisse differ somewhat in form from those given in the Analytical Grammar of Professor Barnard: e. g. he assigns to the noun, nearly the symbol which Professor B. assigned to the adjective, and nearly *vice versa*; arguing that the figure 1, unity, being taken as the emblem of the union of substance and quality, when substance and quality are divided by a transverse line (+) the upper part of the figure (⊥) should represent the quality, or adjective, and the lower portion (└) the substance, or noun. The practical importance of such nice metaphysical distinctions, in the instruction of the deaf and dumb, may be doubted; still, we regard the system both of Professor Barnard and Vaisse as well worthy the attention of teachers. Even if it be judged inexpedient to employ symbols for persons, tenses, moods and numbers, the main features of the system may be advantageously used to distinguish the elements of discourse, and especially to mark the connection and subordination of classes in a compound sentence.

In this class much attention is paid to exercises in original compositions; several of which, evincing very respectable general information, and a fair command of language, were shown to us. On the whole, the exercises of this class which we witnessed, left upon us a very favorable impression. On our return to Paris in June, my son, at the invitation of Professor Vaisse, gave the pupils in signs a detailed relation of our tour in Italy, Switzerland, etc., which was perfectly comprehended by them, and the substance of it written out afterward, by nearly all, in a creditable manner, and by one or two with a remarkable degree of connection and accuracy, indicating strong memories and habits of close attention, as well as previous general information, and a fair knowledge of language. One of the best of these, verbatim et



literatim as it came from the hand of the pupil, will be found at the end of this report.

Such a class must be highly serviceable in any institution, in elevating the general standard of scholarship in the inferior classes, simulating, as it does, each pupil to strive after the honor of becoming one of its members, circulating new ideas, and encouraging a more elevated style of conversation by the free intercourse which the members of this class have with the other pupils at times of recreation. Perhaps, however, the rule of selection is too arbitrary, as well as the number to be selected too small. In selecting from each class, always two and no more, injustice may be done to others equal in merit to those selected, which will greatly weaken the moral stimulus for the younger pupils, since they may form the idea that the selection has not always been made according to merit. It were more just and more encouraging, to select, for the class, all, be they more or fewer, who, at the end of the six years, should have reached an eminent grade of attainment, and the government might well charge itself with the support of those not provided for on the Itard foundation. On such a rule of selection, moreover, the professors of the other classes would be stimulated to higher efforts in order to have the honor of furnishing the largest number of pupils to the superior class, and the comparative advantages of the system of each would be more fully tested. The members of this class are distinguished by a badge on the arm, are invested with some authority over the pupils, and entitled to some privileges of lodging and diet, e. g. a larger piece of bread and better wine.

#### ARTICULATION.

- Instruction in articulation is given to about thirty of the boys, formerly by Professor Vaisse, but now by Professor Valade-Gabel, who devotes (for an additional compensation of five hundred francs,) one hour daily, except Thursdays, to this exercise, in which he is assisted by the *aspirant*. The class in articulation is held in the morning before school; and consists of those pupils who either learned to speak more or less before becoming deaf, or are only partially deaf, or finally who show a remarkable facility for this sort of instruction. Letters, syllables and words

are written on the black-board, which they are required to pronounce simultaneously. To enable them to do this with greater ease, the teacher beats time with a wand. This sort of exercise will at least prevent those who are already able to speak more or less, from losing the faculty by disuse. That one or two teachers, restricted to an hour daily, can give to each of thirty boys the individual attention necessary to improve and correct their pronunciation, to say nothing of the far greater labor of teaching those who are quite dumb to speak, we cannot easily believe. Still we understood Mr. Valade was not without success in the cases of some deaf from early infancy. Probably the most valuable result to be looked for, in those exercises in articulation, will be in familiarizing the pupils to the difference between the spelling and the pronunciation of words, if it be correctly stated by Mr. Valade, in a pamphlet published by him several years ago, that in France, "a fifth part at most of those able to write can spell correctly enough to be understood by a deaf mute who has been taught to articulate." On the other hand, the great difference of dialects among the peasantry of different provinces of France must form a serious drawback to be taken into the account.

The attainments of this class in reading on the lips seemed much less than in articulation; a fact which we remembered with some surprise, when afterward visiting schools in which articulation was taught, as the great aim of instruction, we noticed that their pupils exhibited a much greater degree of proficiency in reading on the lips than in pronunciation. This, however, is to be accounted for by the effects of constant practice. In these schools, the teacher endeavors to give all instruction orally, and to confine his pupils, as far as vigilance and authority can force nature, to communicate among themselves in the same way. The result of this continual practice in labial reading must necessarily be a greater degree of expertness in it than where, as in the National Institution, the pupils are free to converse in the language they instinctively prefer.

## SIGNS.

The signs used in this Institution are, in general, the same with those used in American schools for the deaf and dumb. Indeed, our dialect was, through Mr. Clerc, derived directly from that of Paris. There are, however, a number of signs used there not known to us; and I regret that we had not time to collect a vocabulary so to speak of these, for it is very possible some of them might be admitted as improvements in our dialect. Our impression, however, was that, on the whole, the sign dialect of Paris is less impressive, clear and precise than our own, and even less *natural*. They make signs\* on a smaller scale than we do, with more complicated movements, with less attention to *locality*, and, as it appeared to us, with a greater number of abbreviated or conventional signs in proportion to the strictly natural ones. The fact probably is that at Paris the teachers have, for many years, been copying the colloquial style of their vivacious pupils, while with us, some early teachers of rare talent in the language of pantomime have impressed upon the pupils their own full, clear and logical style of gesticulation.

## PROFESSORS, ASPIRANTS, MONITORS.

Of the seven professors in the Institution, four are deaf mutes, Berthier, Lenoir, Allibert and Pelissier. The first named, now the senior of the corps of professors is a man of rare merit; probably superior in literary abilities and acquirements to any other deaf mute *from birth* that any country can produce. He is the author of several works that would do credit to a well-educated man whose knowledge of language had been acquired through the ear; and on the occasion of a public exercise of the Institution, was decorated by the President of the Republic, Louis Napoleon, with the cross of the legion of honor, the first time such a distinction had ever been conferred on a deaf mute. Allibert and Pelissier are not, we understand, deaf mutes from birth. The latter, the youngest of the professors, has published a volume of poetry. His verses are pronounced by competent

\* I here speak rather of the signs used in the classes than of the colloquial dialect of the pupils. Still I think the same remark applies in a less degree to these.

judges to be harmonious and spirited. That a semi-mute should write poetry, and even good poetry, will not surprise those who are acquainted with the productions of James Nack and John R. Burnet, both formerly connected with the New-York Institution. Mr. Pelissier, in addition to his poetical talents, is a very skillful mimic, and is regarded as the best sign-maker among the Parisian teachers.

The other three professors, Vaisse, Valade, and Puybonnieux, are all men of superior intelligence and education, and each has published valuable pamphlets relating to the deaf and dumb. Of the first two I have already spoken. The last named is librarian, and secretary of the archives, for discharging the duties of which office he receives an additional compensation, equal to that paid to the professor who conducts the exercises in articulation.

As each class contains all the pupils who enter in a given year, there must be, in any one class, several grades of attainment. Hence the necessity of dividing a class of fifteen or twenty pupils into two or three sections. (With a uniform plan of instruction, this necessity would be obviated by a classification according to attainment, not according to time of instruction.) This division makes necessary the services of one or two monitors in each class. The pupils of the class of complemental instruction, it has already been stated, act as monitors in the other classes. These pupils may, at the end of their complemental course, on the recommendation of the director, be admitted as *aspirants*. Such, at least, is the *theory*; in *practice* I am not aware this has yet occurred; but the class has been in operation a few years only. The *maitres d'etude* are taken from among the aspirants. At the time of our visit, they happened to be both deaf mutes. But I believe this is not necessarily so.

The employment of aspirants is a remarkable feature in this Institution. They are young men of good education and reliable character, whether deaf mutes or not, who are employed as assistants to the professors, serving a sort of apprenticeship to the business of instruction. At first, they receive their board and lodging, but no salary; but after a certain term of service and passing an examination, they are admitted as aspirants of

the first class, and receive a small compensation, (three hundred francs,) which, in a second promotion to the rank of assistant teacher, is increased. They are liable to be dismissed by the director for misconduct, but if reported deserving, are entitled, in order of seniority, to the first professorship which shall become vacant in the Institution. They also occupy a very favorable position whenever a director or professor is to be selected for one of the numerous institutions for deaf mutes in France, Belgium, or French Switzerland.

The plan of employing aspirants, whose appointment should be only conditional till they shall have given proofs of zeal and aptitude for this peculiar branch of instruction, seems to me well worthy the consideration of the Board, and in other American institutions. A larger compensation than is allowed at Paris, would probably be found necessary, at first, to induce young men of good education and conscious of talent, to accept such appointments in a country like ours, where education and talent find so many avenues to wealth and distinction. But there can be no doubt that it is a great disadvantage to be obliged, as we often are, when unexpected vacancies occur, to take teachers who have had no previous preparation; and whose talents may not prove to be adapted to the instruction of the deaf and dumb. Cases are not wanting, in which a whole class has suffered for years by falling into the hands of one of those extempore teachers.

The employment of pupils of the highest class, as monitors in the other classes, renders unnecessary the services of many aspirants. At the time of our visit, there was but one, a hearing and speaking young gentleman.

The salaries of the professors are not large, considering that they have no allowance for board, or house rent. There are, however, some motives to perseverance in their profession which are wanting with us. The office of director, indeed, does not seem within their reach, but that of professor of the *classe de perfectionnement* is an object worthy of ambition. Moreover, each professor receives, if recommended by the consulting committee, an additional compensation after ten years service, and a further

addition after fifteen years. Finally, a fund is provided, out of which the superannuated professor receives a moderate pension for the remainder of his life.

#### SELECTION AND SUPPORT OF PUPILS. FINANCES.

The Minister, (on application and recommendation,) names one hundred *boursiers* (beneficiaries,) who may come from any part of France. Of these, eighty are entirely gratuitous, ten pay half, and ten pay one quarter price. About forty pupils are supported by the city of Paris, or by some of the nearest departments; six are on the Itard foundation already explained; eight are supported for eight years, by a fund left for that purpose, many years ago, by a charitable lady, and some twelve or fifteen are *pensionnaires*, i. e. paid for by their own relatives.

At the time of our visit, the whole number of pupils of both sexes was 170, namely, 109 boys, and 61 girls. The number has not materially varied for the last twenty years; the government does not increase its number of beneficiaries, and the departments generally send their beneficiaries to the nearest provincial school. [I may observe here, that of the eighty-six departments of France, all but six or seven tax themselves for the instruction of a certain number of deaf mutes, the aggregate of such appropriation now approaching sixty thousand dollars, and the whole number of beneficiaries amounting to a little over eight hundred. The National Government adds about forty thousand dollars, and nearly two hundred pupils to those figures. Many others are supported, and instructed, (after a fashion,) in religious foundations. The whole number of pupils in all the forty-four existing schools of France is estimated at 1,500, which is supposed to be about one-half the number who should be under instruction.]

To return to the National Institution of Paris. The age of admission is between ten and fifteen. Certificates of birth and baptism, of vaccination, etc., of general health, of capacity and good disposition, and of indigence in the case of beneficiaries, are required. The *pension*, for those able to pay, is fixed at 1,000 francs, (nearly two hundred dollars,) per annum, which is

probably the actual cost of their support and instruction, though the beneficiaries of cities and departments are received on the payment of 500 francs, the National Government appropriating a sum sufficient to make up all deficiencies. The annual expenses of the Institution are about \$30,000, two-thirds of which come direct from the national treasury.

The friends of each pupil are required to pay in advance the sum of 320 francs, for which the Institution undertakes to clothe him during the whole term. This sum serves as a security that the pupil shall not be prematurely withdrawn from school. In cases of extreme poverty, the government, the department, or the towns aid the parents in making up this sum.

#### DISTRIBUTION OF TIME.

The following history of a day in the National Institution of Paris, is taken from statements in detail written out by the pupils of the *classe de perfectionnement*, at the request of my son. Six of them furnished each a statement differing from the rest in phraseology, and in fullness of detail on certain points. We have condensed them into one, omitting some trivial particulars, and many repetitions, using of course, in good part, our own phraseology. The piece still displays many traces of the peculiarities of thought and expression of the originals, but, of course, shows none of their frequent grammatical errors. In point of correctness, our impression is that these compositions were about equal to those which would be produced on similar subjects by the average pupils of our more advanced classes. To enable those conversant with the French language to form an opinion on this point, one or two of the originals will be found at the end of this report.

"We are going to tell Mr. Peet of the employment of our time. On ordinary days we rise at five o'clock in the morning, being awakened by the drum which one of us beats. We dress ourselves, and each makes his own bed. We enter the *lavabo*, wash our hands and faces and comb ourselves. Having put on *cravats* and blouses, at half-past five we descend the great staircase from the *dortoirs*, (dormitories) to the two *salles d'étude*, (study rooms.)

We kneel on our benches while one of us recites in signs the morning prayer, which we follow with our eyes. Each of us, by turns, recites the prayer during the week. After the prayer we make the sign of the cross, we seat ourselves in our places, we take our books, etc. from our *cases*, and study our lessons to get them by heart, and otherwise perform our tasks. At 7 o'clock, the *surveillant* (principal tutor,) beats with his hand on the partition between the two *salles d'étude* to give the signal. We cease from our studies, descend to the basement, and arrange ourselves in a regular line by rank of stature in each division, in the *galerie* (passage) along the wall. First the drummer brings crusts of bread in a small basket for the *élèves gradés*\* and the monitors. Then two corporals, (pupils so designated) pass before us, presenting to us a large basket filled with bread. Each of us takes a morsel (*morceau*.) We eat it walking or playing in the court, or in the garden. [In bad weather they play in a covered gallery of the court.] A small part of the pupils go to the porter's lodge, where they find in a cupboard various delicacies provided for them by their friends; such as butter, fruit, comfits, milk, or coffee with milk, which they eat with their bread. [Probably the porter or his wife makes the coffee for those pupils whose friends are disposed to pay for this indulgence.]

" At 7½ o'clock, the bell is rung, and the pupils of the ordinary classes repair to the workshops, where they learn their trades till ten; meantime the new pupils are studying in the second *salle d'étude*. We, the pupils of the *classe de perfectionnement*, while the other pupils are in the shops, receive instruction from Mr. Vaisse, being exercised in grammar, in Grecian history, in cosmography, in arithmetic, etc. to acquire the use of the French language from 7½ to 10 every morning. At nine, a portion of the pupils leave the shops, and enter one of the *salles d'étude*, where they are exercised in articulation and in repeating the *syllabaire*, by Professor Valade and Mr. Vloquin, (the aspirant professor) during one hour.

" At ten o'clock, the bell is rung, and the pupils leave the shops and come to the *salles d'étude*, to take their books, slates, copy

\* Probably this expression designates the pupils of the *classe de perfectionnement*.



books, etc., which they put under their arms, and range themselves by classes, in each division the smallest place themselves in front, and the tallest behind. They enter their classes, and repeat their lessons from memory. If any pupil does not know his lesson, he will be punished. The pupils of the *classe de perfectionnement* leave their class at ten, and assist the professors of the other six classes as monitors.

"At 12 o'clock the classes close, and the professors go home in the city. The pupils descend to the refectory, wash their hands at the white marble basin, and take their places according to stature. A pupil standing at the end of each table repeats in signs the *benedicite*. After this prayer, we seat ourselves at table. The corporals and sergeants serve us with soup. After eating it, we hold out our plates in order to have two successive dishes. We eat beef, or other meats, potatoes, etc. Some pupils who have been idle or disobedient, are put with dry bread at the table of penitence. When we are done eating, the drum is beaten, and one of us says the grace. We march to the quinconce, (play ground,) where some of us play at ball, at bars, etc., for half an hour. Others of us put in order our little gardens. In winter we play in the court.

"At one o'clock, the surveillant gives the signal with his hand, and the drummer takes his drum and beats on it, and we range ourselves in order along the wall which separates the quinconce from the garden of the deaf-mute girls. We march into the *salle de dessin*, (hall for drawing) on Mondays, Wednesdays and Fridays, but the *salle d'écriture* (writing room) on Tuesdays, Thursdays and Saturdays. We draw heads, landscapes, etc., or write till two o'clock. [Instruction in drawing and penmanship is given by special masters.]

"At two o'clock we return to our classes. We receive a lesson in the French language, in scripture history, in arithmetic or in geography, etc. The written lessons are copied by the pupils in their copy-books. The afternoon class ends at four o'clock. We take our slates, books, etc., and deposit them in our cases in the *salles d'étude*. Bread is then distributed to us for luncheon,

which we eat in the same manner as at breakfast, and are in recreation for half an hour, in our court or garden.

"At 4½ o'clock, we again go in order to the shops, where we learn our trades till 6½. The pupils of the *class de perfectionnement* are in class from 4½ to 6½ on Wednesday and Saturday afternoons. On Monday, Tuesday and Friday afternoons, they work in the shops. At 6½ we suspend our labors, and ascend to the *salle d'étude*, where we study our lessons for one hour. The *maitres d'étude* oversee us. Any pupil who is idle, or makes a noise, will be punished. He will be deprived of the dessert, or put to dry bread, or put in confinement, or wear the dress of penitence. [A graduated scale of punishments used in the Institution.]

"At 7½ we descend to the refectory to take supper; it consists of one dish, warm or cold, and a plate of *dessert*. After supper, we have a recreation. Some hold conversations, others play hide and seek, etc. In summer we go out in our garden to play after supper,\* but in winter we stay in the court, or *salle d'étude*. At 8½ o'clock, the *surveillant* gives the signal by striking his fist on the partition. We kneel, and one of us repeats the evening prayer, as in the morning. After prayer, we ascend the great staircase; we enter our dormitories in regular order, and the sergeants make the round of the dormitories to see that each pupil undresses himself without loss of time. We begin by taking off our blouses and our pantaloons, which we put on our beds. We pull off our stockings, put on our cotton caps, and finally put ourselves in bed. We shut our eyes and sleep eight hours. Our watchman walks through our dormitories to keep watch over us all night."

On Thursday mornings, in spring and summer, the pupils change their shirts, stockings and handkerchiefs, but in fall and winter they only take clean handkerchiefs. On this day there is no class in articulation, and none of the ordinary lessons are held. The pupils work in the shops in the forenoon, as usual, and the *classe de perfectionnement* is held at the same time. At ten o'clock, instead of going into school, they attend mass in the

\* At Paris the sun sets at 8 o'clock in the long days of June.

chapel. After the mass, they study their lessons till noon, except the pupils of the fifth and sixth years, who are in one of the class-rooms to receive religious instruction from the almoner, (chaplain,) who teaches them the catechism. Those of the fifth year are preparing for their first communion; those of the sixth year are going over the catechism again that they may not forget it. Each year the pupils of the fifth year make their first communion and receive confirmation in June.

After dinner on this day, the pupils play in their garden or quinquonce till one, at which hour, as already stated, one of their tri-weekly lessons in penmanship begins. From two to three they receive on this day only, in spring and summer, one hour's instruction from a special master in gymnastics, "who teaches us new exercises that serve to increase our strength or suppleness." At three they put on their holiday uniforms, if the weather is fair, and sally out, three and three, to their promenade, preceded by one of the domestics, and accompanied by their *maitre d'etude*. Returning from their promenade at six, they put on their blouses, take bread for luncheon, and study their lessons till supper, at half past seven, after which they amuse themselves till bed time.

On Sundays, (and a few days of high festivals, such as Good Friday, Christmas, New-Year, the anniversaries of the Revolution of February, and the Fete of the Director,) they are permitted to sleep till 6 A. M., and work and school are wholly omitted. On Sunday morning they change their linen, and put on their best clothes; they are required to display each on his bed, the articles of his wardrobe, etc., and an inspection by the "mistress of the linen" takes place. Any pupil, who has lost any of his effects, is marked for punishment. Descending into the *salle d'etude*, the morning prayer is repeated, and at seven, bread for the dejeuner (breakfast) is served as on other days, and eaten in the court or garden. At half past seven they return to the *salle* to study their ordinary lessons, except those to whom the chaplain teaches the catechism in one of the class-rooms as on Thursday. At nine o'clock all attend mass, holy water being first provided.

After the mass, they salute the director, and range themselves in order in the gallery leading from the class-rooms. Here they are inspected by the *agent comptable*, or *econome*, (steward) the *surveillant*, and the master tailor, and master shoemaker, whose business it is to certify to the neatness and sufficiency of their apparel. They then go to play in their garden till noon. The relatives of some of the pupils, with the permission of the director, fetch them away after mass, and are required to bring them back by 8 P. M., at the latest.

At one, they attend the salutation and vespers in the chapel. After vespers, in summer, they study their ordinary lessons before they go to their promenade, but in winter, they go to their promenade early, and study in the evening. The Sunday promenade is an hour longer, it seems, than that of Thursday. "We go sometimes in the city, sometimes outside the barriers, to some place where there are *fetes*. We amuse ourselves with running, playing, leaping, etc. We return in summer at half past six o'clock. We are often much fatigued. We take off our new clothes, put on our blouses, and play or rest ourselves;" and the Sabbath closes like other days.

The rules of the Institution are that promenades shall be so conducted as to furnish matter of instruction, and increase of knowledge. The girls also have their promenades, under the charge of surveillants of their own sex. Care is of course taken that the two sexes shall never meet on their promenades.

From these details it will be seen that during each week, the ordinary classes are in school twenty hours; in the shops twenty-five hours; in the class of penmanship three hours, and in the class of design three hours. One hour is also given weekly, in spring and summer, to a special instruction by a professor in gymnastics. From two to two and a half hours daily are devoted to studying their lessons, two or three hours weekly, for a portion of the pupils to doctrinal instruction from the chaplain, and six or seven hours weekly to promenades. The remainder of their waking hours are distributed in small fragments, between dressing, inspection, prayers, play, conversation and eating. The *classe de perfectionnement* receives instruction during

nineteen hours of the twenty-five hours which the other pupils spend in the shops.

The distribution of time seems very methodical, and for the meridian of Paris, is doubtless judicious. The pupils spend less time in the ordinary classes than ours, and considerably more in promenades and recreations. While, as a whole, the weekly programme of the Institution of Paris would be utterly inadmissible in a country where the Sabbath is regarded as a day of rest and solemnity of feeling, and of Bible instruction, as well as of religious services, yet the details which have been given may afford some useful suggestions to American teachers. The plan of sending out in favorable weather the whole body of the pupils to promenade twice a week under the care of competent persons, directing their promenades so as to afford opportunities for increase of knowledge as well as bodily exercise, is undoubtedly attended with many advantages.

#### FEMALE DEPARTMENT.

On our return to Paris we visited this department by the special permission of the director on an appointed day. Prof. Vaisse, who accompanied us, introduced us to Madame Wion, the estimable matron who, by her winning suavity of manners and uniform kindness, has won the affection of all the girls under her charge.

The sixty pupils in this department are divided, as the boys are, into six classes according to the time they have been under instruction; but, as there are only three lady professors, each is obliged to take care of the pupils of two successive years. Thus it happened that, at the time of our visit, the classes of the sixth and of the first years, i. e., the most advanced and the least advanced, found themselves in one room, under the care of one professor. In the next room were the classes of the second and third years, in the last those of the fourth and fifth years. Of course each professor is aided by one or two monitors, or assistant teachers, though there is here no *classe de perfectionnement*.

The appearance of the girls struck us as rather peculiar. They were uniformly attired in black dresses with broad white capes.

They seemed to have no solicitude for their personal appearance, and there was not that vivacity in their countenances and manner which we had noticed in the boys. The exclusion in which they live, the perfect blank which the future in this life offers to most of them, and the sedative influence of a system of religion that places the highest merit in the mortification of earthly feelings, may sufficiently account for this.

The lady professors made on us a favorable impression; but it appeared to us that they labored under serious disadvantages. Their pupils can, in general, have comparatively little motive to exertion, and their classes must necessarily be very unequal in attainment.

Our attention was first directed to the pupils who had entered the preceding autumn, and had been under instruction about eight months. The instructress called up two or three, and wrote on the black-board some simple direction, e. g.: "Strike on the stove," "Open the door," "Take the inkstand," all which the pupils executed with alacrity. She then wrote, "Show the cow," "Show the dog," "Show the cat," and they answered by finding and holding out to her cards containing the pictures of the required animals. They also wrote words from signs, sometimes making grammatical mistakes, as was to be expected from so young pupils, e. g.: a horse, a gloves. They were able to qualify the noun by means of the adjective, e. g.: "a black hat," "a white handkerchief," "a black apron," and, also, to assert the quality of the noun by means of the verb *to be*, e. g.: "A horse is large," "The horses is large." A little conversation in writing was also carried on, as, "Are you hungry?" "No, I am not hungry." "Are you warm?" "Yes, I am warm." "How many fingers have you?" "I have ten fingers."

After a short conversation in signs between the teacher and pupils, the teacher wrote the phrase, "At noon," and asked them by signs, what they would do at noon? They replied, "Take dinner." One of the pupils then took the crayon and wrote, "At noon we shall take dinner." The teacher then told her to write what they would do at one o'clock, and at four o'clock. The girl wrote, "At one o'clock we shall draw," "At

four o'clock we shall play." These details may give American teachers some idea of the course of the first year.

From the new class, we turned to the class of the sixth year, which, as I have already noticed, was in the same room. We were particularly interested in a young lady from Smyrna, (Turkey.) The following conversation held with her in writing by her teacher will give a favorable idea of the attainments of this class, on the supposition that they were a fair representation of the average of the class. (The translation is as literal as possible.)

Teacher. Did you go out yesterday?

Pupil. Yes, mademoiselle.

T. Where did you go?

P. We went to the Boulevard of the Hospital.

T. Who accompanied you?

P. Miss K., Miss H. and Madame B.

T. What was the weather?

P. It was unpleasant weather.

T. Are you French?

P. No, mademoiselle, I was born in Smyrna.

T. Do you desire to return to your country?

P. Yes, mademoiselle, I desire much to return to my country.

T. What sort of a country is it?

P. My country is magnificent.

T. Why did you come to France?

P. To be instructed.

T. Do you often think of your parents?

P. Yes, mademoiselle, I think of my parents without ceasing, because I love them much. I always desire to return to my parents at Smyrna.

Mr. Vaisse then asked, "Do you wish to go with these gentlemen to America?" She replied, "No, sir, I do not wish to do

so." "Why not?" "Because I do not know them." "If your father," continued Mr. V., "should take you to America, would it give you pleasure to make the voyage?" She replied, "Yes, sir, because I should be delighted to visit different parts of the world." The readiness and correctness with which these unexpected questions were answered, spoke very favorably for her knowledge of language and general intelligence.

The instructress of the classes of the second and third years, which we next visited, is an elderly lady who has suffered much from ill-health. She is assisted by two quite young ladies. The pupils of the second year were employed in writing compositions. One of these, which was shown to us, seemed creditable for the term of instruction. Those of the third year were receiving a lesson in prepositions.

We next passed to the room for the classes of the fourth and fifth years. We found the lady-professor explaining a reading lesson to her pupils. She required them to render into signs the successive sentences, and then asked, also in signs, questions to test their knowledge of each sentence. While in this class, the hour for closing school arrived, and at a signal from their teacher the pupils all kneeled, while one of their number offered a prayer in signs.

Shortly afterward we saw all the girls in their dining room. They all rose at our entrance, but at our request they resumed their seats. The younger female teachers, (not the professors,) take their meals in the same room. The diet is the same as that of the boys, the dishes being cooked at the same time, in the same kitchen.

The dormitories into which we were next shown, with the wash-rooms attached, were the perfection of neatness. Finally, we visited some additional rooms, recently constructed for the better accommodation of the classes. They were a great improvement on the old ones, and showed that even in France progress is the order of the day.



## CHARITABLE ASSOCIATIONS IN AID OF THE DEAF AND DUMB:

The girls, I regret to say, are taught no trades, except the use of the needle, an employment so overstocked and scantily remunerated at Paris, that they can hardly expect to earn, even in fine sewing, on an average, more than thirty five centimes, (about six cents) daily.\* Of course, concubinage is the almost inevitable lot of a poor work girl at Paris. Other trades might be found, offering a much better remuneration, but the general belief is, that in a city like Paris, it would be difficult to find establishments where they could be placed with safety to their morals.

To preserve the indigent pupils of the Institution from this fearful prospect of misery and degradation, an association of pious and charitable ladies established, about twenty years since, a House of Refuge, in which those deaf-mute girls, educated in the National Institution, whose families are unable to support them, are received, furnished with work and religious instruction, and have secured to them a home for life, as pleasant as benevolence and kindness can make it, in the absence of nearly all the hopes and sympathies that attach us to this life.

There is also, in this city, a central society of education and assistance for the deaf and dumb, founded about two years since, the idea of which originated with Mr. Berthier the distinguished deaf-mute professor.† This society, composed of more than two hundred members and subscribers, including nearly all the officers of the Institution, and many eminent citizens of Paris, proposes to procure for deaf-mute children the means of early education, till they reach the age of admission into the Institution, and for adults instruction and assistance in circumstances of difficulty, and aid in procuring work. ‡

\* Morel's Annals, VI. 239.

† Mr. Berthier was the President of a Society which had several years existed among the deaf mutes of Paris, for social reunions and mutual assistance.

‡ Direct pecuniary aid is furnished only in cases of immediate necessity. When such aid is required, it is as much as possible given in kind, the order for the supply of necessary articles being given to deaf mutes, if such there are, out of employ, capable of making them.

This society, during its first year, collected 9,700 francs, 4,000 of which were an anonymous gift, and more than 3,000 the produce of a collection taken in the magnificent church of La Madeleine, where an eminent pulpit orator preached the sermon, and the Archbishop of Paris participated in the exercises. I mention these facts, to show that the interests of benevolence and humanity receive more attention in Paris, than is generally supposed. A similar society exists for the benefit of the blind.

The members of the society, subscribers of ten francs or more, annually appoint two committees, one charged with the care of deaf-mute children of indigent parents, who are encouraged to place them there during their hours of labor \* in public nurseries, then in infant schools, and finally in primary schools, where they are preserved from dangers and evil associations, and taught at least to form letters with a pen. The other is charged with the interests of the adult deaf and dumb. In a city of more than a million of souls, both of these classes of deaf mutes must be numerous. There exists no complete enumeration of the deaf and dumb of Paris or of France, but the committee have been able to obtain the names of 224 males and 79 females, (exclusive of those in the house of refuge,) belonging to the city of Paris, of whom fifty were actually pupils in the National Institution. The list is evidently very imperfect.†

### SEPARATION OF THE SEXES.

The strict separation of the sexes, which first came to our notice in the Institution of Paris, we afterward found to prevail in all the schools for the deaf and dumb in catholic countries which we visited. This separation is demanded by public opin-

\* It will be understood that in Paris and other European cities, a poor woman, even if a mother, is obliged to go out to work daily. Hence the establishment of public nurseries where the infants of laboring women are cared for, during their working hours.

† Among the facts collected by the committees, one is worthy of record, as serving to show that marriages among the deaf and dumb in France are more common than some persons suppose. Forty-eight deaf mutes were or had been married. In fifteen cases both husband and wife were deaf mutes. Fourteen deaf mutes had hearing wives, and only four deaf-mute women had hearing husbands. In only one case deaf-mute parents had deaf-mute children.

ion. And in Paris, or in Italy, though I may doubt, I am not prepared to say decidedly, that it would be safe to permit the same freedom that prevails in our own schools. In our own country, however, there can be no doubt that the effects of such a system would be evil.

In Paris, especially, a large part of the population live without family ties, and of course, without any fixed moral principle, and without that safeguard to virtue which is furnished by the supervision of families and of social circles over each of their members. But, though in consequence of this state of things, the virtue of young women is exposed to greater trials in France and Italy, and especially in Paris, than in our own country, it does not follow that the means employed for training them to virtuous habits and principles which are best for our pupils, would not also be best for the French and Italian schools.

With us the sexes, accustomed daily to see each other, and to converse with each other, are also accustomed to self-control, to the habitual decency of thought, manner and expression—are accustomed to put down truant thoughts by religious and moral motives; are impressed strongly with the truth that their future happiness in this life will mainly depend on their present good conduct, and in short are under all the moral influences that, in families and in society, preserve the virtue of the young. If for this moral control, aided by a constant parental supervision, we should substitute strict seclusion from intercourse with the other sex, should we not impress our pupils with the idea that in circumstances of temptation their fall will be inevitable? If we treat virtue as a hot-house plant, will it endure as well when removed from our conservatory to take its chances in the open air?

It may be doubted, therefore, whether even for Paris the separation of the sexes in schools is not much too strictly enforced. In a city where one-third of all the births are illegitimate, the care and oversight of the indigent female pupils, after leaving school, is certainly very important; but the only rational motive which I can assign for the strict seclusion of the school is, that

there may be no opportunity for the birth of passions that may in after time trouble the ascetic repose of the conventual life to which so many of the female pupils are destined. Whether under the circumstances necessary or unnecessary, there can be no doubt that it has an unfavorable influence on the growth and development of character.

### SCHOOL FOR IDIOTS.

On Friday, March 28th, we visited the Institution for imbeciles and idiots. This Institution forms part of the ancient hospital of Bicêtre, a name said to be derived from a Bishop of *Winchester*,\* who built here a chateau more than five centuries ago. Bicêtre has a very favorable site, on elevated ground, about half a league without the south-east barriers of Paris. It is in part an alms-house and in part a mad-house, but for males only. In these vast buildings and courts, covering some twenty acres, are collected two thousand aged paupers, and nine hundred lunatics, epileptics and idiots.

In the department for imbeciles we found about one hundred children and youth. The master in this department is Mr. Vallée, successor to the justly celebrated M. Seguin, who was one of the first, if not the very first, to carry into practical effect the great idea of educating idiots by submitting their remaining faculties, physical, intellectual and moral, to a regular course of exercise.

Mr. Vallée was absent when we arrived, but we were treated with great kindness and attention by Dr. Delasauve, the resident physician of the lunatic hospital, who showed us round the building, and discoursed learnedly concerning mental phenomena. Meanwhile he sent a messenger for Mr. Vallée, who arrived without much delay. He had already given his morning hour, but out of courtesy to visitors who had come so far, he very willingly re-assembled his school, and gave us all practicable facilities for observing his processes, and the results of his efforts, for a class so long held to be beyond the reach of human aid.

\* Winchester was in process of time corrupted to Bicêtre, now Bictre.

they were proper subjects for his institution. Indeed, persons are occasionally met with who, in addition to being deaf mutes, have superadded the greater affliction of idiocy, and in those cases where the degree of idiocy is partial, they are found capable of much benefit from careful instruction.

No provision has been made in this school for the children of wealthy parents. Its present inmates are supported by charity. Mr. Vallée has, however, received three of the former class to be instructed privately. Of these, one case is remarkably successful, one hopeful, and one hopeless.

We were much gratified in seeing a number of the imbeciles in the carpenter's shop, where they seemed to understand the use of tools, and to derive much enjoyment from their occupations.

The conclusions forced upon us by the results we witnessed here were, that there is a class of weak minded children, properly called *imbeciles*, not to be reached in ordinary schools, who in an institution devoted to this class of children, may be raised to a state of comparative intelligence, and made capable of supporting themselves. And though for the *complete idiot*, that is for the individual possessing no germ of mind to be developed, no human skill can avail, yet the doors of the institutions which enlightened benevolence has built or will soon build for this most unfortunate portion of the human family, should not be shut upon any of the class usually called *idiots*, for in each case, hitherto unsuspected germs of intellect may, by the tact of the teacher, be brought to light. Hence all should have at least a trial. Already Massachusetts and New-York have each opened an experimental school for this class of children. We cannot doubt the result, and are confident that other states will soon follow in this work of humanity.

#### PARIS INSTITUTION FOR THE BLIND.

Among the courtesies extended to us during our stay in Paris, tickets were sent to us for a grand vocal and instrumental concert at the National Institution for the Blind. Of this concert we can only speak in terms of unqualified praise. In artistical execution we are confident it left far behind the efforts of all similar institu-

We learned from Mr. Vallée that the ages of admission into the school were from three to eighteen. The latter age is the limit beyond which they may not even be retained in the Institution. They are either dismissed to their friends, or in the absence of these, retained among the poor adults of the Alms-House and Lunatic hospital. Two thirds of all the pupils were taught to read and write. The number incapable of benefit was about twelve per cent. These last were of that lowest class of idiots who possess no germ of intellect. The teachers can develop more or less, often to an unexpected and delightful degree, the fullest germs of mind; but where such germs are wholly wanting, the case is beyond human aid; in short, the axiom that human skill can *develop*, but cannot *create*, holds good here as in other cases.

The results have been highly gratifying compared with the low point of departure. Many that, when they entered the Institution, were unable to utter a single articulate sound, had, through the training they here received, become able to speak with ease and correctness. Of thirty subjects, dismissed the year before, *twenty were able to support themselves*, in whole or in part, by a trade learned while in this Institution.

We understood that the idea of a special education for imbeciles was first suggested by Dr. Itard, the late able physician of the Deaf and Dumb Institution.\* Dr. Voisin next investigated the subject, and in 1839 Mr. Seguin tested the matter by experiments with ten imbeciles, the success of which led to the founding of this and other schools. Mr. Saegert of the deaf-mute Institution of Berlin, was, about 1842, led to make similar trials with idiots who had been brought to him from an idea that being *dumb*,

\* A child of twelve, found about the year 1800 running wild and naked in a forest of France, and hence known as the *Savage of Aveyron*, was placed under the care of Dr. Itard, who devoted several years to the attempt to develop his faculties and teach him language. Whether it was because the boy was originally an idiot, or had become so by twelve years of seclusion and more animal existence, the results were very far from meeting the expectation of his teacher. Still, a very decided improvement in outward habits was effected; and Victor, so he was called, became, if not an intelligent, yet in some respects a civilised being. He died in 1828, at the age of about 40. This case, (which will remind the reader in some respects of that of Peter the wild boy, found in the woods of Hanover more than a century ago,) seems to have suggested both the possibility of at least correcting the most offensive habits and peculiarities of idiots by education, and the means to be employed.

lent person may give private lessons to one or more of this class. We can hardly suppose the number of blind children in France to be much less than the number of deaf-mute children, yet we find that, while of the latter fifteen hundred are in school, of the former less than three hundred are receiving a special education, namely, 160 beneficiaries of the national government, 100 beneficiaries of departments, and a few supported by benevolent societies and legacies, or by their own friends. One main cause of this disproportion between the provision made for the instruction of the blind and for that of the deaf and dumb probably is, that a special education is not necessary to the religious instruction of the former. Irreligious as the French are generally deemed, there is still a strong religious sentiment after their own manner among the mass of the people. A catholic shudders at the idea of permitting a child of catholic parents to grow up without confirmation, or die without confession and absolution. In all their schools for the deaf and dumb the instruction of their pupils in the catholic faith is distinctly held forth as a main object, and not a few of them, probably, are content with just so much instruction as will quiet the scruples of an easy and benevolent priest and procure for the pupils admission to the sacraments of their religion. No such religious feeling is awakened in behalf of the blind. To enable a blind person to read the bible for himself would not be by any means an object in France, and oral instruction he can receive in as full measure as those who see; neither is a special institution necessary to teach a blind person one of the small number of trades practicable for his class. It might be expected, therefore, that in general only those blind children would be sent, or would seek to go to a special school for the blind, who either have a strong taste for study, or wish to cultivate their musical talent. In some cases where departments have actually granted *purses* for the education of blind children, they have been transferred to deaf mutes because no blind children applied for them.

On the other hand, it may be observed, hospitals for the adult blind are numerous in catholic countries and well endowed. The most remarkable of these is the great hospital of Quimper

*Vingts* (fifteen score) in the heart of Paris, founded by the sainted King Louis IX, where three hundred blind persons with their families (for if single they are encouraged to marry,) are supported for life, and form a sort of privileged class. Charity to the helpless is deserving of all praise; but the charity which, without a useful object, collects the adult blind into masses, separate in feelings and in interests from the rest of the community, is of very doubtful wisdom.

It should never be forgotten for the honor of Paris and of France, that in this city was established the first school for deaf-mutes, the first school also for the blind, and more recently the first school for idiots. Good deeds like these, we may reverently hope, will atone for many errors and much crime.

Valentine Haüy, "the Abbe de l'Epée of the blind," was not, as some have stated, himself blind. He was a translator employed in the office of the minister of war, and a personal acquaintance of de l'Epée. One day he happened to be attracted by a gathering crowd to the singular spectacle of ten blind men performing a sort of concert in the open air, who, by a device to provoke charity, had put each a pair of spectacles on his nose, and placed themselves on a bench with books of music before them. This fantastical spectacle, which moved the mirth of the unthinking, excited the compassion of Haüy so strongly that he thenceforth devoted his time, talents and fortune to the instruction and happiness of the blind. This was in 1784. A few years later his school, as well as that of Sicard, was taken under the patronage of the nation.

It is painful to recall the future treatment of Haüy. The school for which he had labored with such zeal and devotion was placed under the control of men whose ignorance or interests thwarted all his measures and compelled him to resign; and when he returned from Russia, (where the Emperor had called him to aid in founding an institution for the blind of that empire,) and would have visited once more his old school, the new directors shut its doors against him. Another change in the direction of the school, however, permitted its founder to visit it once more before his death.



## PARIS TO LYONS.

On account of the continual showers of rain incident to the season, we hastened our departure for the serener climate of Italy, and left Paris on Monday, March 31. The diligence in which we were conveyed to the railway station, was craned up from the wheels, and deposited with its human freight upon a railroad truck, thus converting it to a temporary car. In this fashion we were carried to Tonnerre, about 120 miles from Paris. Here we were hoisted in our traveling shell upon a new set of wheels, re-transformed to a diligence, and drawn by ordinary horses over the ordinary roads to Dijon, where we again came to a railroad, by which we reached Chalons about noon of the second day, and from thence, descending the Saone in a steamboat, found ourselves about five p. m., at Lyons, the second city of France, having in two days and one night accomplished about 300 miles. When the railroads now in progress are completed, this time will probably be reduced one-half.

After dinner, my son and myself walked up to the Institution for the Deaf and Dumb, which we found on the summit of an eminence, commanding a vast, varied and most interesting prospect, bounded to the east by the chain of Jura, while, visible at the distance of a hundred miles, Mont Blanc, the "monarch of mountains," lifted its mighty head and "diadem of snow." We were courteously received by Madame Forrestier, the wife of the principal, and I believe, the only person in the establishment who can hear and speak. Her husband who soon came in, we found to be a fine looking, intelligent, and evidently well educated deaf mute, about forty, or forty-five. He had been a pupil of Bébien, whose memory he still held in veneration.

## INSTITUTION OF LYONS.

The Institution of Lyons was founded in 1824, by Mr. Comberry, a deaf mute, educated at the Institution of Bordeaux. He died in 1834, but the school was sustained under the direction of an Abbe, who had been its chaplain, the domestic department continuing under the care of Madame Comberry, a hearing lady,

who, however, survived her husband only a few years. In 1840, Mr. Cladius Forrestier, the present principal, was called from the Institution of Paris at first as a simple teacher, but the following year he married Mademoiselle Comberry, the only daughter of the founder of the school, and they assumed the direction of the establishment.

The number of pupils is sixty, forty boys, and twenty girls, who, as at Paris, are strictly separated. About one-third of the pupils are supported at the rate of 500 francs\* per annum by the department, of which Lyons is the capital, and some of the neighboring departments. Another portion is supported, as we understood, by the city of Lyons. The remainder, are either pay pupils, or supported by private benevolence.

With Mr. Forrestier we had a very agreeable interview, conversing with perfect ease in the language of signs. He made many inquiries respecting the Institutions for the Deaf and Dumb in America obtained from us a promise to call the next morning to see the school, and when we took our leave, it being quite dark, sent with us one of his *employés*, a deaf mute, to see that we did not lose the way to our hotel.

At eight o'clock the next morning we ascended the heights, below which the great silk manufacturing city of Lyons spreads out as on a map, the rushing waters of the Rhone and Saone, where their windings brought them into view, gleaming among quays, bridges, and thousands of roofs. On reaching the Institution, we were received by Mr. Forrestier, and his two assistant teachers, one of whom is his brother, and both are deaf mutes. We found the boys in two rooms opening into each other, (the pupils passing through one to the other,) which serve the double purpose of school rooms, and sitting or study rooms. Against the walls were large black boards, on which the teacher wrote his lessons and illustrations. The pupils of each division sat facing their teacher at two rows of desks parallel to each other, the rear one being raised above that in front, and wrote their exercises on small slates. The exercises which we witnessed consisted for the most part of exemplifications by short sentences of

\* Some Departments only pay 400 francs.

the principal points of a manuscript course of lessons prepared by Mr. Forrestier. The younger pupils wrote only the names of objects. The more advanced showed some ability to express their thoughts in language, and some of the best wrote with tolerable correctness, a short and simple story which I related to them in natural signs. Their acquaintance with geography, history and arithmetic seemed to us very limited, and inferior, as also was their readiness in the use of language, to the attainments of our own pupils of similar standing. It must be remembered however, that their teachers labor under many disadvantages, from their pupils having for the most part come to school at too early an age, from the impossibility of a good classification of the pupils of five years with only three teachers, from the distractions and interruptions incident to the necessary keeping of several classes in one room, and for the want of printed books and improved school room apparatus. When their difficulties are taken into account, their success must be admitted to speak very favorably for their skill and zeal, and for the merits of their system of instruction.

This system is founded upon that of Bébien, as set forth in his celebrated Manual. Mr. Forrestier obligingly showed us the manuscript of his course, written out in a very fair legible hand; and explained that while the order of the lessons, and the processes of instruction were his old master's, the examples and practical applications were his own. A method founded on Bébien's Manual, if skillfully and carefully developed, cannot but possess much merit. The general outline is decidedly philosophical; and the filling up, so far as we had opportunity to examine it, seemed very creditable to Mr. Forrestier. The principal criticism that occurred to us was that there seemed a want of *Reading Lessons*, i. e., short narratives or descriptions, which, as soon as the pupil has acquired a knowledge of the necessary materials, we would introduce at suitable intervals, by which additional life and interest will be lent to the lessons, and words and forms of construction already taught will be brought under review in a pleasant and impressive manner.\*

\* Mr. F. spoke of consulting his professional brethren at Paris, on the propriety of publishing his course of lessons.

It being remarked that the style of gesticulation prevalent in the American schools differed from that of the French schools, both as respects the number of gestures employed, and the scale on which they were made, Mr. Forrestier expressed a desire to see some extended exhibitions of our signs. In compliance with this request, Mr. Gamage depicted some passages of Scripture history in that graceful, graphic and most impressive manner familiar to all who have seen this most finished mimic-speaker perform at the public exhibitions of our Institution. The evident delight beaming on the countenances of the pupils as they followed the narrative, their continual expressions of appreciation, and their repeated remarks that they understood it all, furnished abundant evidence of the success of the representation. Mr. and Madame Forrestier, and the assistant instructors declared themselves equally surprised and pleased; and the chaplain, a priest of the order of Capuchins, who, as is usual with his fraternity, (vowed to poverty,) gave his services gratuitously, and who had come in shortly after our arrival, expressed his approbation in the most cordial manner.

Having taken our leave of the pupils, we were conducted to the dormitory, which we found fitted up with single beds, and arranged and kept with a neatness and propriety that bore ample testimony to the excellent domestic management of Madame Forrestier.

The chaplain then conducted us to the chapel, a room of moderate size. The seats were benches without backs, arranged laterally on each side of a central aisle. The altar was tastefully furnished with the usual appurtenances, and on the walls hung a few pictures of saints and sacred scenes. Here we were informed, mass was daily said, attended by all the pupils; the males and females entering at different doors, were concealed from each other's view by a screen, which however permitted all to see the altar, and the officiating priest. Religious (doctrinal) instruction is also given by signs on the Sabbath; to this the boys and girls are summoned at different hours.

From the chapel, Madame Forrestier conducted us to the female department, which was under her especial supervision,

she herself giving most of the instruction, assisted however by one or two deaf-mute monitresses. We saw the girls in their school-room, but had only time to see them write a few sentences to show their proficiency. Everything we saw betokened regard to the comfort and happiness of the pupils.

This Institution is conducted by Mr. Forrestier on his sole responsibility. Receiving only from 400 to 500 francs for each pupil to defray all expenses, it was surprising how he could maintain the establishment in such good order and appointments. For the use of the building and of the grounds attached, (comprising several acres,) he pays an annual rent of 1000 francs.

There is a spacious vegetable garden in front, in the cultivation of which the boys assist in their intervals of leisure. Through this we were conducted by Mr. and Madame Forrestier, and we found it tastefully laid out, and kept in excellent order. Our new friends accompanied us quite to the gate, on taking leave expressed very warmly the gratification they had received from our visit, and followed us with their adieus till we were out of sight. We shall not soon forget them. Very few deaf mutes are equal in energy, talent, education and general worth to Mr. Forrestier, and he has had the rare happiness of finding a help-meet of generous impulses, energetic character and sympathizing spirit, who, blessed with all her senses, and fitted to shine in society, we cannot doubt has, in uniting her destiny to his and to that of his school, found as she deserved a rich reward, if ever enlightened and unwearied labors for the happiness of others found a reward in this life.

#### JOURNEY TO MARSEILLES.

This afternoon, (April 2d,) we left Lyons, and descended the Rhone in a steamboat. The feature of this river that made the strongest impression on our memory was the frequent recurrence of suspension bridges, to pass which our steamer was obliged to lower her chimney, which was done by means of a pulley and took but a minute or two. The only inconvenience attending the operation is that, while the chimney is down, the smoke is apt to blow into the faces of the passengers.

Our boat stopped for the night at the little old town of Valence, where, the next morning, by the only untoward accident that had yet happened to us, my son, seeking some members of our party whom we supposed to have gone astray in the town, but who proved in fact to have got on board before us, was left behind. To our great relief, he rejoined us at Avignon by the afternoon boat.

At Avignon, five centuries ago, the seat during seventy years of the popes, and full of crumbling memorials of their power, pomp and luxury, we stopped a few hours, visiting among other objects of curiosity the castle where Petrarch was a guest and Rienzi a prisoner; and one wing of which was the scene of a terrible and treacherous act of vengeance, being by the contrivance of a papal legate blown into the air with several hundred noble guests who had trusted themselves to his hospitality.

The fame of the old Roman remains at Nismes induced us to turn out of our way in order to visit that town, in going to which we had the pleasure of meeting a countryman, a young Kentuckian, who was lately from Rome, and gave us much useful information concerning that place. At Nismes the conversation by signs with the young men of our party, attracted the attention of two deaf mutes, who accosted us with much interest. One of them was an elderly man, who had been a fellow pupil of Massieu and Clerc, in the school of Sicard.

### MARSEILLES.

Retracing our way from Nismes, we proceeded the same day to Marseilles, where we arrived a little after dark. The next day, April 5, we called at the school for deaf mutes. The principal (or *director*,) Mr. Patrick Gues, gave us the opportunity of seeing some of the exercises of his pupils. There is but one school room for the boys, the general arrangements of which are similar to those we saw at Lyons. The exercises we saw showed that some of the pupils had a fair ability to express in writing ideas given to them by signs, and they became much interested in a conversation in the language of signs which was carried on for some time with vivacity between some of them and the young

men of our party. The lessons used are in manuscript, but to save the labor of making copies with a pen, Mr. Gues had procured lithographic copies, some of which he showed us. Most teachers would probably think printed copies preferable, on the score of economy at least.

The trades taught here are shoemaking, tailoring, cabinet-making and lithography, on a small scale, however, and in small rooms.

There are sixty pupils, forty-one males, and nineteen females. The terms of admission are the same as at Lyons, and like that school, I believe the pupils are supported in part by the city of Marseilles, (which is the third city of France, containing more than 180,000 souls,) and in part by some of the neighboring departments. Previous to the late revolution there was a local administration appointed by the department of which Marseilles is the capital, to superintend the affairs of the school, but since that event, the members of the administration have ceased to meet, and Mr. Gues has been left to conduct the school on his own responsibility. In the department of instruction, he is assisted by two deaf mutes for the boys, and by his daughter for the girls.

It is to be regretted that more enlarged views are not entertained on the subject of educating the deaf and dumb in France, or at least out of Paris. There are too many institutions, and consequently considerable rivalry among them to obtain pupils. They are, therefore, forced to put the terms of admission so low that they cannot furnish proper facilities of instruction, or give an adequate support to their teachers. This prevents harmony of feeling among them, and a united effort to advance the common cause. Unless they place their terms thus low, the *Sisters of Charity* will take pupils and teach them (*for little*, and probably *little*) in small private schools.

It is impossible for one man to provide for the wants of a school of forty to sixty pupils, prepare his own lessons, and then give that attention, and time and energy to the practical details of instruction which are necessary to ensure the highest success. Efforts have repeatedly been made to induce the national gov-

ernment to organize a regular and adequate system of schools for deaf mutes, but as yet without success. A small number are provided for by the government, and the remainder are left to the mercies of the departments and communes. Unless a more enlightened and liberal system shall prevail, of which I fear there is little prospect, the schools of France cannot be cited as examples of what can be done in this department of education.

### MARSEILLES TO GENOA.

On Saturday afternoon, April 5, we bade adieu to Marseilles and southern France, having taken passage for Naples in the steamer *Capri* of the latter port, one of several belonging to France, Sardinia or Naples, which ply from port to port, between the emporium of southern France and that of southern Italy. It was interesting to see in this ancient port, whose history dates back to the earliest essays of commerce, vessels propelled by machinery of which the model came from our own new land beyond the western ocean, ploughing the waves over which the sails of the Tyrians and Greeks had passed in the days of Homer, and relieving the hopeless toil of the galley-slaves. Now that the mighty strength of steam is chained to the oar, the captive, and the unsuccessful patriot, as well as the criminal, may well rejoice that their ancient occupation is gone. The waters of the Mediterranean, in their greenish blue tints resemble those of the greater American lakes, and though the broadest part of this great inland sea lay before us, they were as tranquil as those of Long Island sound.

The next morning we found ourselves coasting the shores of north western Italy, in near view of the chain of mountains here called the Maritime Alps, which farther east and south, receding from the coast, become the Appenines. About nine o'clock, the city of Columbus and of Doria, "Genoa the superb," came in view, an amphitheatre of palaces, beyond which rise hills clad with the olive and vine, but as we anchored in the harbor, our first impressions were destined to be received from swarms of beggars in the boats that surrounded our steamer, piteously soliciting and thankfully taking the smallest possible coin. Strange! that in this city, reputed to be at this time one of the



most enlightened and thriving in all Italy, the first spectacle presented to visitors should be permitted to be that of want and misery, begging bread of strangers. But begging is a national profession, and we were beset with troops of mendicants in all parts of Italy.

Our steamer was to stop here two days, but certain passport formalities were to be gone through before any of the passengers could be permitted to land. This being complied with, we were at last rowed on shore, and put up at an inn which boasted of being an ancient palace of the renowned knights of Malta. Genoa is full of palaces to hire, for, unlike our own countrymen, its merchant-princes of old built their residences with such solidity that they are likely to outlast not only the fortunes but the very race and memory of their builders. The sabbath, here as in Paris, being a gala day, the Genoese in their holiday attire were out in the streets. We were particularly struck by the graceful and picturesque costume of the Genoese ladies, who, instead of bonnets, wore folds of white muslin over the head, descending like a veil, and falling nearly to the feet.

#### INSTITUTION OF GENOA.

From the American Vice Consul, Mr. Moro, to whom we had letters of introduction, we received much courteous attention. On Monday afternoon he accompanied us to the Institution for the deaf and dumb. Passing through a large and pleasant public garden or promenade, partly upon the ancient ramparts, now far within the limits of the city, in a street just beyond, we found the building we sought, a spacious edifice of good architectural proportions, and bearing its designation on its front in large letters.

In the absence of the Abbé Luigi Boselli, the director, we were received by Mr. Luigi Battilani, the instructor of the second class, who treated us with every courtesy and attention. From him we learned that the Institution was established on its present basis in the year 1828, but was a continuation of a private

school founded in 1801, by a self-denying monk, the learned and eminent Assarotti.

There are forty boarding pupils, twenty of each sex, who are of course boarded and instructed in separate departments. There are also, forty-three day scholars,\* the majority of whom are males. In the male department there are four instructors, including one deaf mute. The director does not personally teach a class.

In those cases in which the parents are unable to defray the expenses of their children, the Sardinian government pays an annual stipend. As this is small, less than seventy dollars for each pupil, subscriptions are raised among the benevolent to supply deficiencies. Six years are allowed to those pupils educated at the public expense.

The course of instruction pursued is somewhat similar to that in use at Lyons, being that of the Abbé Pendola of Sienna, whose work is professedly founded on the Manual of Bébien, though with considerable changes and modifications. As the work of Pendola, like that of Bébien, is mainly an outline of lessons, it is found necessary to develop the lessons in a series of exercises which are used in manuscript. In other words, they have no printed books of lessons to put in the hands of the pupils, (as we do in America,) but use the course of the Abbé Pendola as a guide for the teacher, and manuscript lessons formed upon it are used by the pupils. The remark already made upon the lessons used in the school of Lyons seems equally applicable here, namely, that there is a deficiency of lessons in which, at suitable intervals, the words and forms of construction already taught, by being used to convey entertainment or instruction in the form of narratives, descriptions, etc., are thus more firmly impressed on the memory. This want is, however, to some extent, compensated for the more advanced classes at least, by the use of printed text books on history and geography, (probably the same used as the most elementary works in the ordinary schools of Genoa,) which are put into the hands of their pupils as soon as they have

\* There were formerly classes of day scholars in the Institution of Paris, but the results were so unsatisfactory they have long been abolished. The experience of the New-York Institution is equally unfavorable in this regard.

gone through their manuscript lessons in language. How far these printed books might be, in clearness and simplicity of style, adapted to the use of deaf mutes, we had not time to examine. Of the "course" of the Abbé Pendola we shall have occasion to speak more fully hereafter.

In the Institution of Genoa, the day is about equally divided between intellectual and manual instruction, or, as it was expressed to us, between *science* and *the arts*. Breakfast is taken before six in the morning; from six to twelve the pupils are in school. At the latter hour they take dinner, and the afternoon is employed by the boys in learning the arts of book binding, printing, and drawing from models; by the girls in embroidery and other kinds of needle-work, the manufacture of artificial flowers, drawing, and painting in water colors.

As it was afternoon when we visited the Institution, we could not see the pupils in school. Three of them were, however, called into a large room designed for public exhibitions, having as usual in deaf and dumb institutions, a platform at one end, with a black-board extending along the wall beyond. In this case it extended the whole width of the room. These pupils were made to write our names in a curious and ingenious manner. The teacher gave, through the medium of conventional signs, several historical and geographical names, and indicated by signs of notation, which of the letters of those names, in their numerical order, he wished them to select, in order to spell our names. The most intelligent pupil (who had been ten years under instruction,) wrote the words, while one of the others indicated the required letters by placing over them the figures 1, 2, 3, 4, &c., and they then all wrote out our names in full on the black-board. This exercise consumed some time, and its practical utility we were unable to see. We presume it was merely designed as a show exercise for the gratification of idle visitors.

In passing through the building we came to the school-rooms, around the walls of which black-boards were arranged. By this time our conductor had come to understand our desire to see something of their ordinary processes of instruction. The pupil who has been already mentioned as the most advanced, again

came forward, and wrote a long sentence, which he then rendered into signs by making a distinct sign for each word, that is, by *methodical signs*. He then gave the idea of the sentence by signs which seemed to us rather *conventional* than *natural*, but their strangeness to us probably proceeded in good part from difference of dialect, the sign dialect of this school having grown up of itself. They were probably the colloquial signs in use among the pupils.

To test whether our own signs were intelligible to them, I related in pantomime a short story, which the young man already mentioned, readily comprehended, and wrote out in Italian with ease and correctness. For the gratification of Mr. Battilani and of the pupils, many of whom had by this time assembled to see us, we gave some farther exhibitions of our signs. Mr. Gamage having shown his ability to write at some length from my signs, then represented in his own graceful and impressive pantomime, the scene of Christ stilling the tempest, which seemed to afford much surprise and gratification. And it may be stated here, that not only in this, but in all the other European schools which we visited, (except that of Paris and those whose sign-dialect, like our own is derived from Paris,) our signs were much more readily comprehended by the deaf mutes than we found it possible to comprehend theirs. This fact we regard as conclusive evidence that our own sign-dialect is the most natural and most generally intelligible, and hence the best.

We passed successively into the bookbindery; the printing-office, where four or five boys were setting types, and the room for drawing. Here some of the boys were sketching from models in plaster placed in a variety of positions. Some of their finished pieces exhibited a gratifying degree of proficiency.

We next visited the female department, where we saw some very beautiful specimens of embroidery, in which most of the girls were employed. Some embroidered handkerchiefs, which were nearly completed, we have rarely if ever seen equalled. These have proved a source of some profit to the Institution, be-

ing readily sold at high prices. A few were fabricating artificial flowers, in which they exhibited no small degree of skill.

On those points on which we had opportunities of judging, our impressions of this Institution were favorable, but it has been seen that we had no opportunity of judging as to the attainments of the bulk of the pupils in written language, the only one whose ability to use language was evinced in our presence, having been under instruction some four years beyond the regular term. Here and in most of the European schools, our desire to judge of the average attainments of the pupils, after a given term of instruction, was baffled by the habitual practice of the teachers, who called up for exhibition only a small number of excelling pupils, whereas in America, the visitor would see whole classes, often of twenty or more, all writing at once each on a large slate, allowing him to see not only the successful efforts of the best pupils, but the mistakes of the worst. Of this Institution, and of many others, we are only able to say that the *best* pupils seemed able to use written language understandingly. Whether the same was true of the average of a class after the usual term of instruction, we had no means of ascertaining.

The Institution of Genoa enjoys a high reputation, and has been the model school for several others in Italy. It is understood that it has had in times past some pupils who, being retained much beyond the ordinary period, had attained to an extraordinary proficiency, acquiring the knowledge of several foreign languages, as well as of some branches of learning much beyond the usual range of a deaf mute's attainments. None of these prodigies were, however, brought to our notice.\*

#### ROUTE TO NAPLES.

We returned the same (Monday) evening to our steamer, which the next morning stopped at Leghorn. Here the fame of the

\* It is to be hoped that this institution has no longer to contend with the singular Sardinian prejudice mentioned in the fourth Paris circular, that by educating the deaf and dumb, they are exposed to the danger of damnation, from which, left uninstructed, they would be exempt!!

cathedral, Campo Santo or temple of the dead, filled with earth from Calvary, and world-renowned leaning tower of Pisa, tempted us to take a trip hither by the rail-cars. Returning in the afternoon, we continued our voyage, stopping on Wednesday at Civita Vecchia, the modern port of Rome, where however, we were not tempted to land, and reaching Naples early the next morning (Thursday, April 10,) after a remarkably smooth and pleasant voyage.

### NAPLES.

Of course the passport farce and the custom-house mummeries were here re-enacted with variations, after enduring which, we were graciously permitted to seek a hotel; and as soon as we were comfortably settled, we called on our consul, Mr. Hammet, (the U. S. chargé was at Capri,\* an island down the bay,) and enquired for the Neapolitan school for deaf mutes. Though Mr. Hammet had resided in Naples more than forty years, he had never heard of such a school, and did not think there was any in the city. He however promised to enquire, and if there should prove to be one, to procure for us an introduction to it. In the evening, we received a note from him to say that there was a school for the deaf and dumb in the city, in the Riclusorio, or Albergo de'Pavori, depending on the Minister of the Interior, from whom he would ask permission for us to visit it. Two days afterward he enclosed to me the written permission of the Minister, who however "reserved to fix the day when the visit may be made," and though we staid in Naples a whole week that day was never fixed.

In a city full of and surrounded by so many memorials of the mightiest men of old, so near too to one of the mightiest manifestations of God's power, a week is soon past. We climbed to the top of Vesuvius, looked abroad over the classic shore and lovely bay; saw the perpetual smoke rising from the depths of the crater, and witnessed the experiment of roasting eggs by the steam of those fires which ever and anon boil up from the interior of our globe to overwhelm plains and cities. It will easily

\* The Roman Caprea, the scene of the debaucheries of Tiberius.

be believed that we did not fail to walk through the unburied streets and dwellings of the old Roman towns of Herculaneum and Pompeii ; or to perform our pilgrimages to Virgil's tomb at Posillipo, and to the remains of the favorite villa of Cicero.

As the time we had fixed for our departure for Rome approached without any second communication from the Minister, we ventured to call at the deaf and dumb Institution, taking our permit with us. But as the day for our visit had not been appointed, admission was politely denied to us, on the ground that the religious ceremonies then going forward in the city, (it was near the middle of the holy week,) made it improper to receive visitors. In Italy, a festival day of the church is more sacred than the Sabbath.

#### JOURNEY TO ROME. CAPUA.

Having made a bargain with a *Vetturino* to take our whole party to Rome, about 150 miles, for fifty dollars, we left on the 17th, this city which though in the latitude of New-York, enjoys so mild and equable a climate that thousands of its population live houseless, only taking temporary shelter in its ruins and vaults in the severest weather. A railroad has long been projected from Naples to Rome, but the progress of everything is slow in Italy, and we only found one built as far as Capua. We may hope that the fortunes of the railroad company may be happier than those of Hannibal, who, as every reader will recollect, having unfortunately paused in his triumphant progress to rest his army at this very town of Capua, was never able to reach Rome. Short as it is, this railroad enabled us to stay in Naples one day longer, by sending our *Vetturino* the day before we started with our baggage to Capua, where we overtook him by the cars.

Our journey was on a good macadamized road, following in general the course of the famous Appian way ; presenting monumental ruins of the earlier and later Roman times at every mile, and much of the distance affording magnificent views of the Mediterranean on one side and of the Appenines on the other. On the second day we came to a gateway marking the boundary of the

Neapolitan and Papal territories, on the Roman side of which we met a countryman of ours from Boston, who on his way to Naples had been stopped by some absurd quarantine regulations, because, though in perfect health himself, he had touched at Genoa, where a sickness had broken out. Possibly a few dollars might have overcome the scruples of the officials in his case, as a single one induced them to pass our baggage unopened.

On the third day, Saturday, April 19, we reached Rome, passing as we drove into the town, the stupendous ruins of the Coliseum, and found, as we had been forewarned, great difficulty in obtaining lodgings, the ceremonies of the holy week having attracted an unusual concourse of visitors. After much search, however, we found accommodations in an inn which, though its stables were in its basement story, was sufficiently neat and comfortable at the height at which we were to lodge.

The next day, (Easter Sunday,) we joined the immense throngs that poured into Saint Peter's, to witness or to take part in the ceremonies of this high festival, saw the Pope borne in great pomp into the church under a canopy, and when the benediction had been given, and the throng had dispersed, we lingered to contemplate this grandest of all earthly temples. The illumination of this immense building in the evening, made more vivid our conceptions of its vast proportions.

In the square of Saint Peter's we had the unexpected pleasure of meeting two American travelers, (Mr. and Mrs. Bloomfield from New-York,) through whom we received late news of our own Institution. We afterward learned from our consul that no fewer than 450 Americans had visited Rome within the preceding twelve months.

#### INSTITUTION OF ROME.

The letters of recommendation and of introduction with which we were furnished procured us gratifying attentions from our chargé, Mr. Cass, and our consul, Mr. Saunders. We were also much indebted to the kind attentions of the Rev. Mr. Hastings, minister of the American evangelical chapel, who, (as also did



Mr. Saunders,) accompanied us on the visit which we took an early opportunity of making to the Roman Institution for the Deaf and Dumb. A remarkably graphic and well-written account of this Institution and of our visit to it, communicated by Mr. Hastings to the New-York Evangelist, is annexed to this report, and obviates the necessity of my going much into details in this place concerning the particulars of our visit.

I may however observe that the school is pleasantly situated in the outskirts of the modern city, near the vast remains of the baths of Diocletian, which are said to have been built by the labor of forty thousand christian martyrs, and one of the halls of which was converted by Michael Angelo into one of the most magnificent churches of Rome.

The notes taken by my son and myself differ in a few particulars from the recollections of Mr. Hastings. We understood that the school receives its chief support from the papal government, but to what extent we did not learn. It numbers at present, fifty boys and forty girls, the former being taught by four instructors, who by writing themselves *dons*, indicate their claim to an ancient descent, and the latter by sisters of charity. We need not add that the female pupils are kept in a conventual seclusion.

The opening of the first school for deaf mutes at Rome dates back to the year 1784, when a philanthropic citizen, Don Pascal de Pietro, sent a Don Th. Silvestri to Paris to acquire the method of the Abbé de l'Épée. Silvestri died shortly after he returned and commenced his labors, the school however was kept up by a self-taught teacher as a day school for many years, with, it is said in the Fourth Paris Circular, very imperfect results. Subsequently teachers were sent to Genoa to learn the method of the Padre Assarotti, and better results realized; but it was not till 1841 that the Institution was transferred to buildings admitting of the boarding, mechanical instruction, and constant supervision of the pupils.

Here as at Genoa we found the course of the Abbé Pendola used as a guide for the teacher, and developed in a series of

manuscript lessons. The examples in these lessons are chiefly of a religious cast, especial pains being taken to teach selections from sacred history, and to inculcate the doctrines of the Romish church. Some knowledge of Italian history, geography and arithmetic is however imparted.

In their school-rooms the pupils sit at desks and use small slates. Blackboards for the convenience of the teachers extend across the wall at one end of the room. We found that here, as also in other Italian schools, the teachers seemed unaccustomed to exhibit their pupils, and we had no little difficulty in obtaining any idea of the intellectual character of the Institution. In respect to the arts, however, they seemed to feel considerable pride, and took pains to bring to our notice all they had accomplished; and indeed the results, in this respect, were very creditable.

At our request two or three of the most advanced pupils were called up to the blackboard, and wrote sundry sentences to show their ability in the use of language. A few of these, which my son transcribed, being translated, are as follows :

On the conjunction *though*. "*Though* God had done many benefits to J., *yet* he acted against him."

On *as long as*. "*As long as* the sons live, they should respect their parents."

On the participle. "The school *being* out, the deaf mutes go to their room."

One of the boys also wrote out in tolerably correct language, a simple story which Mr. Gamage had given by signs.

The signs used here in the school-room seemed different from those of the Genoese school, and more widely divergent from our own. To us they appeared to be too artificial, and to follow too closely the order of words. With such signs, it is to be feared that much of the instruction is a mere mechanical repetition by the pupil of words dictated to him by signs, without any very accurate ideas being attached either to the signs or to the words.

The division of time is similar to that adopted in the Institution of Genoa. Four hours of the forenoon are spent in school, and after dinner, and an hour's recreation, there is another hour of study; four hours of the afternoon are devoted to manual labor and the fine arts, and two hours are given to study in the evening. The trades taught are shoemaking, tailoring and joinery. In statuary, seven or eight boys are employed. Though this branch had been introduced only about two years, the pupils had attained a remarkable proficiency. The great demand, in Italy for works of art, makes the different branches of the fine arts very eligible employments for deaf mutes in that country.

The population of the Papal States exceeds three millions, among whom there are estimated to be from fifteen hundred to two thousand deaf mutes, for whom this is the only school, except a very small private school at Ferrara, in the extreme north of the Papal territories. When we reflect how little has been done for this large number of heathen in their own borders, compared with what is done for the same class by many of the secular governments of Europe, we may well doubt whether, even in a matter of religious instruction, a government of ecclesiastics is best adapted to promote the good of the governed.

#### INSTITUTION OF SIENNA.

Having lingered as long as our ulterior plans would allow in this city, once the mistress of the civilized world, and still surpassing all other cities in works of art and in spirit-stirring memorials of the past, (though its institutions are far behind the present progress of the human race) we left, with two or three American fellow-travelers, in an extra diligence, at midnight, between Monday and Tuesday, (April 28, 29) reached Civita Vecchia the next (Tuesday) noon, and took a steamer (the Vesuvius) for Leghorn. This time the sea was in no gentle mood, and entirely lost the character for placidity which it had won in our former voyage. Proceeding from Leghorn by railroad to Florence, after a short sojourn in that celebrated capital, we made an excursion to Sienna, some forty miles south of Florence, once a free republic, the proud and powerful rival of Florence, able

to send a hundred thousand armed men out of her own gates, now reduced by three centuries of misgovernment to an inferior town of 18,000 souls, but still the principal seat of Tuscan learning and science.

We were attracted so far out of our route by the reputation of the Abbe Pendola, the founder and still the titular director of the Institution for the Deaf and Dumb of this city, whose works we had found in general use in similar schools throughout Italy.

Through some misunderstanding, (being carried beyond the point where we should have stopped, and obliged to wait several hours,) we lost a day on our way, and thus were compelled to visit the Institution on Sunday. This, however, presented no difficulty, it not being a time of high festival, like the Wednesday on which we were denied admittance to the Neapolitan school. We were received very politely and cordially by the Padre Luigi Bianchi, the second director of the Institution. This Padre with another priest, and a deaf-mute assistant, constituted the corps of instructors for the male department. Besides these there were three young ecclesiastics who performed the duties of supervision for which they received no other compensation than their board. The Padre, a remarkably fine looking and intelligent man, gave us every information in his power.

As early as 1816 there was a small private school for deaf mutes at first at Leghorn, sustained by individual charity, afterward transferred to Pisa, and favored with some aid from the Tuscan government. Meantime, in 1828,\* the Abbé Thomas Pendola, of Sienna, was led to engage in the instruction of the deaf and dumb, and having spent some time in Genoa to acquire all the improvements made in that celebrated school, the results attained by him were so superior that the government transferred the school of Pisa to Sienna, uniting both under his care. The Institution was declared *imperial* and *royal*, (for though Tuscany is only a Grand Duchy, its sovereign, in virtue of his connection with the house of Austria, takes such titles,) and is the only one in the Tuscan States. The aid from the government extends only

\* See Morel's Annals, etc., II, 56.

to an annual appropriation of 8,000 Tuscan *lire*, (about \$1,250,) designed for the salaries of the instructors and other general purposes, and the support of eight government pupils. This appropriation enables the Institution to receive pupils at the low rate of about 400 *lire*, (about \$60). Several, we understood, were supported by charitable persons. The present number of pupils is forty, (twenty-three boys and seventeen girls). The government provision is evidently very inadequate, since, in 1843, the census showed 697 deaf mutes in the Tuscan states in a population of a million and a half. If the whole are to be educated, from 80 to 100 ought to be constantly under instruction.

The Abbé Pendola, to whom the school owes its foundation, reputation and success, has retired from its active management, having been transferred by the government to the presidency of the royal college, called the college Tolomei, designed for the education of the noble and chosen youths of Tuscany.

Pupils are admitted at the age of seven and upwards, and usually remain six years. They may be received at any time of the year.

The younger pupils are kept under instruction from eight to ten hours daily. But those who have been in the Institution three years are in school only four hours daily, and if their circumstances require it, spend six hours in learning a trade. In the highest class the hours of study were apportioned as follows: Two hours were devoted Mondays, Wednesdays and Fridays to instruction in the catechism, and the application to its language of the principles of grammar; and on Tuesdays, Thursdays and Saturdays to teaching history in the same manner; one hour each day was spent with Pendola's course of instruction, which they had not yet completed; the remaining hour was devoted three times a week to geography, and on the alternate days to familiar conversations in written language. It may be judged from this account that the attainments of the pupils on other than doctrinal subjects cannot be very extensive. With us, the time here given to the study of catechism would, with the more advanced classes, be devoted to reading the Scriptures, but of course that

is out of the question in Italy, where the Scriptures are not allowed to be printed or circulated in the vernacular language.\*

We were first introduced into the boys' school room, an apartment of good size, with the usual arrangement of benches and desks, looking towards a blackboard at one end of the room extending its entire width. Here all the male pupils were assembled, with their teachers and monitors. After some conversation, Padre Bianchi called up one of the boys, who had been between three and four years under instruction, and directed him to write my name, which he spelled to him by the Italian manual alphabet. I then asked the boy a few questions by natural signs, which he readily comprehended, and answered in writing: e. g.: "How old are you?" "thirteen." "Are your parents living?" "Yes sir, they are living." The boy also wrote replies to a number of simple questions put to him in writing by his teacher; (e. g.: who created the world, and in how many days?) He also wrote the following sentence proposed by myself and dictated to him in natural signs by his teacher:

"When Jesus was on earth, he took little children in his arms and blessed them."

The boys then retired with the young priests who have charge of them out of school hours. Here as at Paris, the Sunday is a holiday, and they had been promised a walk through the city at this hour. They soon re-appeared equipped for their promenade in a neat and becoming uniform, consisting of a blue coat with gilt buttons, dark pants and a silk hat.

We were conducted by Padre Bianchi over the building. It had been a monastery, the internal arrangements of which were scarcely changed. The cells of the monks now serve as bed chambers for the boys, each of whom had thus not only a separate bed, but a separate bed-room. These cells were arranged on

\* Outlines of Scripture history are diligently taught; but in all matters of doctrine the appeal is made, not to the authority of the Scriptures but to that of the Church. Of course the Pope and his counsellors are responsible to God for the correctness of their interpretation of the Scriptures, but the conscience of the layman is satisfied if he believes and acts as the Church directs.

each side of a long hall or corridor, and were sufficiently neat and pleasant.

In a separate building of one story are taught the trades of cabinet-making, shoe-making, tailoring, printing and turning. We were assured that the pupils gained such a knowledge of a trade while in the Institution, that they were able on leaving to support themselves with a little additional instruction. (We presume this is not to be understood of those admitted at the earliest age.) One room of this building fitted up for instruction in drawing, was shown to us. Some of the drawings exhibited to us were remarkably good.

The chapel is a well arranged room, with seats for the boys on the main floor, and, (as at Paris,) for the girls in a gallery above. We were also shown into the dining room of the male department, which appeared neat and well arranged.

Our courteous conductor next led us to the female department, which it is unnecessary to observe, is strictly separated from that of the boys, and introduced us to the superior, Sister Guiseppa Patrito, an intelligent, amiable and energetic woman, who is assisted in the department of instruction by two other nuns. She, in a very obliging manner, escorted us through her department, including the kitchen, (which was under the care of a Sister of Charity, and where the food both of the males and females is prepared,) the dining room, the sleeping apartments, similar to those of the boys, the work rooms, where we saw some fine specimens of embroidery, and of artificial flowers, the private chapel of the nuns, (of which the altar was profusely ornamented with artificial flowers made by the girls,) and the school room where we found the female pupils assembled. They were of a more intellectual cast of countenance, and more pleasing in their personal appearance than the female pupils we had seen in other Italian schools. One of them, a fair and delicate girl of ten, who wrote her name for us, we were informed, was the daughter of a noble house, herself the fifth deaf mute in it. She had been about six months under instruction. She could write a number of words, but had

not yet been introduced to the formation of sentences. We were rather surprised that she could not yet write such common-place words as *hat* and *handkerchief*, but this appears to have been because names of articles of dress are not taught till towards the end of the long vocabulary which begins the "Course" of Pendola.

The Padre Bianchi, when we took our leave, presented us with several of the works of the Abbè Pendola relative to deaf mutes and their instruction, and also a very neatly printed congratulatory poem by the same author, as a specimen of the typography of the pupils of the Institution. One of the printed documents presented to us was a methodical programme of studies; (Prospectus of the Education which is given to the pupils of the Royal Tuscan Institution for deaf mutes in Sienna,\*) by a note to which we learn that it is proposed to give lessons in articulation only to those pupils who either hear partially, or had become deaf in childhood. Whether such lessons are actually given we did not learn.

\* Prospetto dell' Educazione che si dà agli alunni del R. Istituto Toscano dei sordo-muti in Siena. *With a list of the pupils in 1845, (46 in number then.)*



## PROSPECTUS OF STUDIES AT SIENNA.

In this prospectus, disposed in the form of a table, the means and objects of education are classed, as (1) physical (gymnastics), (2) intellectual, (3) moral and religious, (4) industrial. The two last divisions require no farther explanation than has been already given. Under the second division we find the following, which will give a sufficient idea of the whole.

Intellectual (Education).	Preparatory Instruction.	By gestures.	{		Conventional gestures.
			{		Dactylology.
			{		Interpretation of signs by dactylology.
	By written language.	Grammar.	{		Recitation by dactylology of lessons got by heart.
			{		(The study of grammar is divided in such a manner as to serve as a guide in the whole development of the instructions in written language.)
			{		
		Reading.	{		Nomenclature. { Objects.
			{		Qualities.
			{		Study of phrases interpreted by mimography.*
		Composition.	{		Use of the dictionary.
			{		Reading of a book by signs.
			{		Intellectual reading.
			{		Written conversations between master & pupil.
			{		Conversations of the pupils among themselves.
			{		Writing after the signs of the master.
			{		Upon known events.
			{		Upon a given subject.
			{		Letters of various kinds.
Application.			{		Arithmetic.
			{		Practical geometry.
			{		Geography.
			{		Abridgement of natural history.
			{		Elements of profane history.
			{		A more elevated instruction according to the progress and the capacity of the pupil.

\* We heard or saw nothing of *mimography* when at the school. Perhaps this mention of it only records a project never carried out.

This table will give a more favorable idea of the method of this school, perhaps the best conducted and most successful in Italy. The "Course of Practical Instruction" of the Abbé Pendola is professedly a compilation from the works of Bebian and other distinguished French teachers and the unpublished lessons of Assarotti. It is more methodical than Bebian's Manual, and contains many more illustrative sentences, (and some little narratives,) but is inferior to the Manual in clearness of explanation, and in practical adaptation to the circumstances of deaf-mute pupils.

It begins with a half-alphabetical, half-methodical "nomenclature of material objects," embracing about a thousand words, which must occupy the pupil and task his memory for at least the better part of the first year. After a few lessons on the artificial distinction of gender, and the plural termination, another long semi-methodical vocabulary is given, embracing nearly three hundred adjectives, some of them expressing quite complex and elevated ideas, (e. g. invisible, salubrious, tempestuous,) all to be committed to memory before the pupil has learned a single verb. The verb *is-are* is then introduced, in the manner of Sicard, as a link between substance and quality; and for a long time the only form of language the pupil possesses is the assertion or negation of quality, or of classification by means of this verb, e. g., "The stars are bright;" "The rose is not green;" "The ox is a quadruped;" "The crow is black and voracious;" "The snow is white and cold;" and so *ad indefinitum*. It is not till the middle lesson of the course that sufficient materials have been collected to present to the pupils some examples of little narratives and descriptions, adapted to put his knowledge of language to practical use in the ordinary concerns of life.

As a supplement to his larger work, Mr. Pendola has published a small volume of graduated Exercises in Reading, which appears very well adapted to the use of the deaf and dumb.\*

Leaving the Institution, we called at the "College Tolomei," a noble building in the Doric order, designed for the education of the children of the Tuscan nobility. Sending in our cards to

\* A fuller analysis of the different works of Pendola will be given in the Appendix.

the Abbe Pandola, we met with a most cordial reception from that distinguished man, whose knowledge of French enabled us to converse with ease and fluency. He dwelt with enthusiasm and affectionate interest on the subject of deaf-mute instruction, and the foundation of the school of Sienna. Pointing to two portraits hanging on the wall of his room, he said, "These were my first deaf-mute pupils." They were Francesco and Ascanio Barianacchi, brothers of the little girl we have mentioned as the fifth deaf mute in her family. The Abbé gave us an interesting relation of his labors in behalf of the deaf and dumb, in substance as follows: "Certain metaphysical questions having occupied my thoughts, especially the question whether the conception of a God was possible to the human mind unenlightened by instruction, and unaccustomed to reasoning from effects to causes, the case of the deaf and dumb occurred to me, and I at once resolved to investigate the mental phenomena peculiar to them. Fortunately, these two deaf mutes were in Pisa, where I then resided, and with the permission of their parents, I immediately commenced their instruction. In the first few steps, as you will readily imagine, I found but little difficulty; but after a certain time, I found myself greatly embarrassed, and unable to make any satisfactory progress, for want of an instrument with which to completely unlock their faculties. Such an instrument I found in the language of gestures, and at the Institution for the deaf and dumb at Genoa, under the instruction of the Padre Assarotti, whom I acknowledge as my master in this art, I acquired a knowledge of that language, and of the general principles by which the mind of the deaf mute may be gradually developed. Since then I have taken the deepest interest in the welfare of this unfortunate class of the community. Such was my success with my first pupils, that I was induced to open a school for the instruction of others similarly afflicted. After some time the Government took it under its protection, and established it at Sienna." (A previously existing school was united with or superseded by it, as we have already remarked.) "The Government has since placed me in another post, but though duty compels my presence here, my heart is *there*, (pointing towards the Deaf-mute Institution.) Since I became an instructor of the deaf and dumb, I have been made a wiser

philosopher and a better man." And he subsequently remarked, "If all philosophers were instructors of the deaf and dumb, there would not be so much false philosophy in the world, for the analysis of language is the analysis of ideas."

Though our experience might not lead us to the conclusion that teachers of the deaf and dumb become *necessarily* good philosophers, still his generous enthusiasm in this cause of the noblest humanity, and his warm sympathy in the art to which our own faculties had long been devoted were delightful, and the recollections of this interview are among the most pleasant associated with our European tour.

On our alluding to his published works, he very modestly remarked that the necessity of the case had compelled him to prepare a "Course of Instruction" for the deaf and dumb, and that he had been gratified that it had met with such general favor from instructors of the deaf and dumb throughout Italy. He would be very glad, he added, had time been allowed him, to do for their benefit much more than he had done.

In reply to a question why he had adopted a manual alphabet, which appeared to us much inferior to that handed down to us from the Abbè de l' Epée, he remarked that the one he had chosen had been used in Italy for furtive communications long before the instruction of the deaf and dumb was ever thought of there, and that it was now in very general use among the people; so that, with this alphabet, an educated deaf mute could hold conversation with almost every one he met. Some of the letters, however, he admitted he had been obliged to modify from motives of delicacy.

When we took our leave, he embraced each of us, pressing his lips to ours, as is the custom of Italians when they would show an especial regard.

#### BOLOGNA, FERRARA, PADUA, VENICE.

Returning to Florence, we took places in the diligence for Bologna, setting out in the evening and traveling all night, a dark rainy night, and more in the carriage than it would com-

fortably hold. Our situation became more tolerable when day returned, and, passing a gorge of the Appenines, we had views of frequent cascades put in full play by the night's rain. At the boundary of the Tuscan and Papal territories, we were obliged to undergo an examination of our baggage, for in these countries every traveler is held to be a smuggler till the contrary is proved, thus detaining us an hour, for which trouble and detention we had to pay. Travelers, however, must submit to the humors of the government in a country they choose to visit as they submit to the humors of its climate.

Resting a night at Bologna, which, anciently renowned for the public spirit of its citizens, as the home of some of the greatest of Italian painters, and as the seat of one of the most celebrated universities of Europe, is now more generally known (such is fame) for its *sausages*; on Wednesday we continued our journey to Padua, through the great basin of the Po, a level, marshy country, drained by ditches and protected by embankments, the work of many centuries. The civilization of India or of China can hardly have remained more stationary than, in some respects, that of this region. The mode of spinning (twirling the spindle in the hand,) seemed to have been handed down from the time of Hercules; the carts and their gearing, and the instruments of agriculture generally, were almost equally rude and inartificial;\* still, the country is well cultivated, and here and there arose villas of fine architectural proportions, probably adorned within with some of those superior paintings and statues of which Italy contains more than the world beside.

At Ferrara, the northernmost city of the Papal States, (once the seat of the famous House of Este,) where we stopped to breakfast and saw the name of Byron carved on the stone wall of Tasso's dungeon, we made the acquaintance of a Mr. Giuseppe (Joseph) Cavazzini, who was giving instruction to three deaf and dumb boys. He said that he had met with gratifying success in this task, and had formed the nucleus of what he hoped would become a flourishing school.

\* These remarks apply equally to other parts of Southern and Central Italy.

Resting the third night of our journey at Padua, we rose early intending to take the rail cars for Venice, but were persuaded by a waiter to have a cup of coffee, he assuring us there was plenty of time. Before we had finished our coffee word was brought us that we were too late for the cars. Finding ourselves victims of an old trick upon travelers, we submitted like philosophers and took advantage of our enforced stay to view some of the notabilities of this most ancient town, which, as Virgil tells us, was founded by Antenor the Trojan, whose sarcophagus is still known. More faith, perhaps, is due to the discovery of the leaden coffin and skeleton of Livy here enshrined in much pomp, at the head of a series of eminent Patavines ending with the great traveler Belzoni.

Taking the second train at half past one, we reached Venice about 3 o'clock on Thursday afternoon, (May 8.) In this city of the sea, whose streets are canals, with gondolas for carriages, once a mighty maritime power, the bulwark of christendom against the advancing surges of Turkish dominion, now a mere Austrian dependency, full of magnificent palaces, hardly one of which is inhabited by the heirs of their former owners, we remained some fourdays; and on Monday, the 13th, proceeded by railroad to Verona.

### VERONA.

The next morning, after visiting the ampitheatre in this town, a vast monument of Roman magnificence, which by the watchful care of the Veronese, still stands, in its eighteenth century, in a remarkable state of preservation, we went to the Institution for the Deaf and Dumb. Here we found some difficulty in gaining admission, as the master, Mr. Procolo, was unwell. After some explanations, however, we were ushered into the school-room, where we found the whole school, (only fourteen boys,) assembled. They were all neatly attired, and appeared quite intelligent. In a short time the master made his appearance, and apologised for the delay in admitting us, saying that not feeling well, he had retired for a little rest.

Instruction in articulation is the prominent feature of this school; but the success of the teacher did not seem to us in proportion to his wishes. After requiring some of his pupils to pronounce a number of syllables and single words, he directed four or five to take their crayons and approach within a few feet, when he with a very slow and distinct utterance dictated the following sentence in Italian: "This morning these English gentlemen have come to see the deaf and dumb. Though our superior is not very well, he came down to see these gentlemen with pleasure." Several of the words had to be repeated again and again, before all the boys caught them, and then the whole sentence was again pronounced. Even then some made omissions; but one or two wrote the sentence with entire accuracy. A mode of communication so difficult, tedious and uncertain could be of no practical value, except with persons unable to read, and too dull or stiff to make signs at all; upon such persons, deaf mutes of the poorer classes sometimes have to depend; but it may be doubted whether, even in these cases the advantage to be gained by such skill in articulation and reading on the lips as are usually attainable by deaf mutes, is worth any pains in the acquisition. There will be some member of the family able to interpret for the others, or the deaf mute will be forced to find more congenial associates.

None of the pupils of this school spoke with a natural intonation of voice. The teaching of articulation is attempted with all, but with two or three, every endeavor has proved an utter failure. These the instructor taught to use language by writing as best he could. The word *Amore*, (love,) being pronounced by one of our party, some of them, after several repetitions, succeeded in catching it. Unwilling to trespass longer on the attention of the master, under the circumstances, we cut short our visit. The establishment, we learned, was a private one; a few of the pupils being pay pupils, and the others supported by the contributions of the benevolent. Five or six girls are instructed in another building, under the care of some religious sisterhood.

## VERONA—MILAN.

We left Verona at 2 P. M. (May 13,) and reached Milan about nine the next morning, after riding all night, the latter part of the way by railroad from Treviglio.\* In this ancient city, long the capital of Lombardy, we remained two days. Milan is a stately, well-built, handsome city, and not, like the greater number of Italian capitals, a city of ruins. Successively razed to the ground by the Huns, the Goths, and in the twelfth century by the Germans, it has few or no Roman remains, but gains in beauty, cheerfulness and comfort what it lacks in antiquarian interest. Formerly the seat of a race of native tyrants (the Visconti,) among the most powerful and unprincipled in Italy, it has for three centuries owned the dominion of foreign masters, of whom its present lords, the Austrians, are not perhaps the worst. Here, as in other Italian cities, the traveler is tempted to linger in long galleries of such old paintings as are hardly to be seen out of Italy; and is bewildered by the architectural magnificence of churches, halls and towers, where pile upon pile has been growing for a series of ages.

On the day of our arrival, we called at the Institution for the deaf and dumb, where we met with a cordial welcome, and courteous attentions from the director, the Abbé Giovanni Battista (John Baptist) Costardi. From him, or from documents partly in manuscript which he was so good as to furnish us with, we obtained the following particulars:

The Institution of Milan is the only one supported by the government of the Lombard-Venetian Kingdom, (Austrian Italy,) that of Verona being, as we have seen, a private establishment. It was commenced in 1806, as a private school, by a teacher named Eyvraud de Leon, who being a protestant, was removed in 1816. The government however charged itself with the support of the school, which was till 1830, a day school. In that year it received a new organization from the Emperor Francis I. and was declared the Imperial and Royal Institution for the Lombard-Venetian Kingdom.

\* The railroad from Venice to Milan is finished at the two ends only.



The Abbè Bagutti, a man of eminence, author of several tracts on the deaf and dumb, and of some school books, who conducted the Institution for many years, died in 1837. The respect in which his memory is held is testified by a well executed and expressive bust in marble placed in the porch of the Institution.

The government has founded 24 free scholarships for indigent deaf mutes, reserving to itself the right to select its beneficiaries. There are also three half-gratuitous places, two for girls and one for boys. These three are for the deaf mutes of Lombardy only; but the twenty-four are open both to Lombards and Venetians, who should apply for gratuitous admission to their respective provincial governments. The age of admission is not earlier than seven nor later than fourteen. Certificates of baptism, capacity for instruction, having been vaccinated or had the small pox, being of good health and manners, as well as of indigence, are required; and also a bond to take away and provide for the pupil at the end of his course.

At present there are in the Institution eight pay pupils, six boys and two girls. The price for pay pupils is 700 Austrian *lire* (about \$115,) for which sum they are provided with medical attendance, as well as board and instruction. Each pupil is required to bring his own bed and its furniture, four suits of clothes, (i. e. one for holidays and one for ordinary days, and the same of lighter materials for summer,) and some other articles. But the Institution charges itself with the maintenance of the pupil's wardrobe thereafter, during his course.

"The Emperor generally pays the 700 *lire* for one of the six boys mentioned. His ancestors paid it during ten years for two deaf-mute Armenians, and during eight years for a Venetian deaf mute girl."

The regular term of instruction is six years. The course of the Abbè Pendola is used, as in other Italian schools, as a guide in the development of grammar and language. The other studies are "Religion, Sacred History, (a compendium of the Old and New Testament History,) arithmetic to the rule of three inclusive, Geography, and Natural History applied to the wants and relations of society." "The method adopted for the instruction of

the pupils is the French method, that is to say, the method of the language of pantomime. Attention is however paid to the teaching of articulation."

The division of time is similar to that adopted in the Genoa and other Italian schools. The pupils rise at six and attend mass, after which they breakfast, and are in school till dinner time at 1 P. M. The afternoon is given to instruction in trades and the arts; viz. shoemaking, tailoring, engraving on wood, calligraphy and drawing. The two latter branches are taught by Mr. Bianchi, one of the professors. Engraving on wood is taught by a professor not otherwise connected with the establishment. Shoemaking and tailoring are taught by two domestics of the Institution, (*valets de chambre*.)

The director is authorized to admit day-scholars, (*externes*) both to the school and the mechanical department. The present number of these is ten. The boarding pupils number 35, namely, 23 boys and 12 girls. The expenses of the Institution, which are defrayed by the Government, usually exceed 40,000 Austrian *lire*, (about \$6,500.)

The Institution is capable of receiving nearly twice as many pupils as it actually contains. The male and female departments are kept entirely distinct. There is, however, one director for both, who is also the senior professor, and is assisted by two other professors, (Mr. Ambrosio Bianchi and Mr. Castiglione,) for the boys. Two ladies are charged with the instruction and superintendence of the girls. There is one religious confessor for both departments, and a steward.

There are an ordinary and also a consulting physician and surgeon attached to the establishment. The sanitary condition of the pupils is, in general, entirely satisfactory, which is ascribed to the wholesome diet, a judicious allotment of the hours of study and recreation, and the favorable location of the establishment.\*

\* The preceding details are chiefly taken from a MS copy (in French) of a brief report to a member of the government, dated June 17, 1850. Some items are added from a sheet of conditions of admission, printed without date, and from other sources.

The school room for the boys, into which we were first conducted, is similar in arrangement to those of the other Italian schools which we visited; the pupils being seated at desks in ranks, one behind another, and looking towards the black board at one end of the room, on which the teacher wrote his lessons and illustrations. These lessons were explained by pantomime, and copied by the pupils on small slates with which each was furnished.

A boy who had been under instruction one year was called forward, and pronounced after his teacher the vowels *a, e, i, o, u*, several consonants as *p, m, c*, and then syllables combining these letters as *pa, ca, ba, ma*, etc. He then wrote on the black board a number of names of objects, shown to him, or represented by signs. Some of these names he was able to pronounce.

A boy who had been three years in school was called up and gave several examples of the formation of simple propositions by means of the verb *to be*, which seemed to be the farthest point of the course in language he had yet reached. Of these the following will serve as specimens: "The trousers are green." "The shirts are white." "The cap is black."

A boy, four years under instruction was next called to the black board, and answered in writing such simple questions as the following:

How is the stag? (*come è il cervo?*) i. e. describe the stag?  
(Answer.) The stag is hairy, timorous and agile.

Are grapes sweet or bitter? (A.) Grapes are sweet.

Is the dog a vegetable or an animal? (A.) The dog is an animal.

Is the cat faithful or treacherous? (A.) The cat is treacherous.

The boy then pronounced with tolerable distinctness each word which he had written.

The instructor wrote the word *oro* (gold,) the boy touched his ear, (perhaps a sign for the word, alluding to gold rings worn in the ears,) and pronounced the word, which he then incorporated in the sentence. *L'oro é lucido e giallo.* (Gold is bright and yellow.)

The teacher next wrote the infinitive *fare*, (to do, or to make,) and directed the pupil to give the conjugation of the present indicative, which he did accurately in writing, and then pronounced what he had written. To illustrate this tense of the verb, the teacher asked such questions as the following:

Who makes seats? (*Chi fa le sedie?*)

Answer. The carpenter makes the seats.

Who makes the coats? Answer. The tailor.

To the question "Which are the most common fruit trees?" the boy replied, "The apple, the peach, the fig."

This lad appeared, from what we saw, to have hardly got beyond the middle of the Abbé Pendola's Course of Instruction; under which it seems to require about three years to reach the present indicative of any other than the substantive verb.

Two other boys, each under instruction, five years and eight months, were then called to the black-board, and showed an ability to use connected language; one of them wrote a short account of himself, and the other a short letter. They also readily solved a simple question in multiplication. Their attainments, if not equal to what American schools have to show, gave evidence of faithful teaching, and some valuable progress.

Before leaving the school room, Mr. Gamage gave some illustrations of our dialect of signs, similar to those he had given in the other schools we visited, and here as elsewhere, they seemed to afford high gratification to teachers and pupils. Professor Bianchi, who has a remarkable physical adaptation for the language of pantomime, appeared particularly interested, and even expressed a hope that he might at some future time find his way

to America, there to study our system of signs, the superior merits of which he was most willing to acknowledge.

We then took a hasty survey of the work-shops and rooms for design, the arrangements of which, though on a small scale, were satisfactory. One of the rooms was appropriated to the use of a young deaf-mute artist, who having finished the course of intellectual instruction in the Institution, remains to perfect himself in the art of painting. A portrait of Prof. Bianchi, which he had nearly finished, was remarkable for the faithfulness and effect with which the young artist had seized and fixed the expression of the countenance. We could but take a glance at the school room for the girls, the time not permitting an examination of this department.

We did not learn to what extent articulation is taught here, neither did we notice that the pupils were accustomed to read on the lips. The Italian language, from the regularity of its orthography, and the simple composition of its syllables should seem to present fewer difficulties than most others, (the German excepted,) to the instruction of a deaf mute in articulation. On the other hand, an Italian accustomed to the soft and musical pronunciation of his harmonious language, cannot easily reconcile himself to the rude and disagreeable articulation of a deaf mute. And it appears that instruction in articulation is only attempted in the north of Italy, where German influence predominates.

Besides the institutions or schools of Genoa, Rome, Sienna, Ferrara, Verona, and Milan, which we have described, and that of Naples which we were not permitted to see, there are, or were a few years since, schools for deaf mutes at Modena, at Turin, at at Villa Nova, and at Chamberry in Savoy. That of Modena, formerly directed by the excellent Fabriani, and now by his nephew the Albi Pio Sivotti, contained a few years since 22 pupils, (girls.) The others are probably very small. In all the Italian schools, there are over 300 pupils, which is perhaps one-eighth of the number of deaf mutes of suitable age for instruction. The deficiency is greatest in the Neapolitan and Austrian territories.

## THE ALPS.

We left Milan at 5 A. M. on Friday, May 16, in the diligence for Martigny; following the famous Simplon road, built by Napoleon when at the summit of his power, to facilitate the communication over the Alps between France and Italy, through Switzerland. Passing through a level fertile country, we reached the foot of the mountains in the evening, and after dining, began to ascend the Alps under the light of a full moon, which as we went higher, began to show great masses of snow, though we had left summer in the plain below. Passing in some places through tunnels cut for hundreds of yards through solid rock, and in others crossing bridges thrown over vast and horrible chasms, we arrived in the morning at Simplon, where we devoured our breakfast of plain mountain fare with a mountaineer's appetite. As we advanced, it required eight stout horses to draw the diligence along a path dug out of the snow, which in some places rose by the side of the road several feet above the carriage. The mountains were at length passed, and we had a comparatively easy road on the Swiss side of the Alps; but so much had we been delayed by the snow, that we did not reach Martigny till 11 P. M. (Saturday.)

On Monday (May 19) we made an excursion from Martigny, on mules, to Chamounix, in Savoy, to have nearer views of Mont Blanc and the great Sea of Ice. At the frontier of Switzerland and Savoy, we had a curious illustration of the vexations of the passport system. We had procured, in Paris, one passport for our whole party, so as to reduce the exorbitant charges made by Italian officials on every passport, whenever we had to pass from one little state to another. On this occasion, one of our deaf-mute young men, preferring to walk on with an American who had been for some time traveling the same route with us, left the mules far behind, till, reaching the frontier, he was stopped, and compelled to wait till the rest of us came up with the passport.

## GENEVA.

From Chamounix we proceeded to Geneva, where, at the Hotel de Lacu, we found the company at the dinner table, (at five o'clock) nearly all Americans. After resting one day in my room, on account of the soreness of my feet, on Friday, May 23, we visited the Deaf and Dumb Institution, under the care of Mr. Isaac Chomel, himself a deaf-mute, about fifty-five years of age, who had been educated at Paris at the time Mr. Clerc was a pupil or teacher there, of whose last visit to Europe he spoke in terms of high gratification.

The building is situated in a retired though not remote part of the city, near a public square, beautifully shaded with trees, and is large enough for the small number of pupils, of whom there are only twenty, ten of each sex.

The signs and manual alphabet used here are, of course, the same used in the French and American schools, which, in the eyes of our party, gave this school a great advantage, in this respect at least, over the Italian schools which we had recently visited. The French, being the prevalent language of this part of Switzerland, is taught here. The course of instruction is that of Bébien, in connection with the two volumes of "Exercises of Grammar for the Deaf and Dumb,"\* compiled by C. J. Richardson, deaf-mute professor in the Institution of Nancy, in Eastern France. The pupils have no printed text books in their hands, but use manuscript lessons, or manuscript copies of lessons.

The pupils were very young, the majority of them being under twelve years of age. There was one intelligent lad who had been under instruction nine years, who answered ordinary questions in writing very readily. No trades are taught in the Institution, but Madame Chomel, the wife of the principal, instructs the girls in sewing and household duties, and the boys are apprenticed out to trades after they leave the school. Indigent pupils are provided for by the government of the Canton, which pays the small sum of 375 francs, for each. There are also a few pay-pupils. Cheap as living is in Switzerland, it

\* Exercices de Grammaire a l'usage des Jeunes Sourds-Muets.

was a matter of surprise, that with such scanty remuneration, the establishment could be even as well maintained as it is.

In showing us about the building, Madame Chomel led us through the room of her son, who was confined with a broken limb. Her husband informed us with animation and evident pride, that they had had ten children, nine of whom are living, and none have inherited the father's infirmity.

The letters of introduction with which we had been furnished, procured us very pleasant interviews with Professors Gaussen and Laharpe, both of whom speak English well, and whose intelligence and courtesy left upon our minds the most favorable impressions.

On Saturday, (the 24th,) we left this distinguished seat of freedom, learning, and evangelical religion, taking the steamboat for Vevay at the upper end of the justly celebrated lake to which Geneva gives its name. An intelligent and courteous English gentleman (Mr. Goff,) whose acquaintance we made on board, induced us to stop at Lausanne, to visit the Institution for the Blind, where he informed us we should find a very remarkable case of an educated blind deaf mute. This visit we made the more readily when we recollected that Mr. Henry Hirzel, the principal of the Institution, had visited us in America, and was present at the First Annual Convention of American Teachers of the Deaf and Dumb, held at the New-York Institution the preceding year. Leaving our baggage to go by the boat to Vevay, we landed and drove to the hotel Gibbon, so called from the great historian, the site of whose summer house it occupies. From thence we went to the Institution for the Blind, and were received very cordially by Mr. Hirzel.

#### INSTITUTION FOR THE BLIND AT LAUSANNE.

This Institution was founded in 1843, by Mr. William Haldimand, a wealthy and benevolent Englishman, long a resident of Lausanne, (still living, though in feeble health,) who gave a capital of 48,000 Swiss francs, and pledged an annual sum of 3,000 francs,\* for ten years. An English lady, Miss Cerjat, who had

\* The Swiss franc is equal to about a franc and a-half in the currency of France, Sardinia, Geneva and Belgium, and in our money, about 28 cents.



recovered her sight by an operation for the cataract, added 4,000 francs to the capital, and a proportional annual subscription. Mr. Haldimand, we find by the Reports of the Asylum, has been more than twice as good as his engagements, having doubled his original gift for the building, and furnishing of the asylum, and having given since it was opened in 1844, to meet deficiencies in the annual receipts, from 8,000 to 9,000 francs, each year but one. While the buildings were in construction, Mr. Hirzel, the director elect, spent nine months in the institution for the deaf and dumb and the blind at Zurich, and also visited the most remarkable institutions for the blind in Germany, France and Holland.

The Asylum is well located, on a healthy and elevated site, west of the town and fronting the lake, beyond which, far on the south, rise the Alps. The ground floor is appropriated for a hospital for diseases of the organs of sight, and can accommodate about twenty patients at once. From 150 to 200 are treated during the year, most of them gratuitously, besides gratuitous consultations and medicines to several hundred more. About one-third of the diseases of the eyes here treated are scrofulous.

The upper part of the building is devoted to the Institution for blind children, of whom there are eighteen or twenty, including the blind deaf mute, James Edward Meystre, of whose very remarkable case a full account, translated by my son from a pamphlet of Mr. Hirzel, will be found in the appendix. We learn from the reports given to us by Mr. Hirzel, that there is or has been in this Institution also a girl (Jeanne Pache,) who, in addition to the triple infirmity of blindness, deafness and dumbness, was so nearly idiotic that the attempt to teach her proved comparatively unsuccessful. The dormitories are at each end of the building, the school rooms and work shops in the centre. Care is taken that the sun shall shine full into the rooms, it being considered that the influence of the sun is particularly favorable to the blind, some of whom enjoy a little of the light, and all delight in the warmth of his rays. The trades taught are basket-making and turning, in the latter of which, Meystre the blind deaf mute is very proficient. Manual labor is regarded as very

important, not merely as a means of support, but of healthful occupation, and of development of both physical and mental. Music is taught to some extent. Mr. Hirzel showed us his machines for printing and writing in raised letters, some of which are of his own invention. By one of these machines, a blind person can impress upon paper 34 letters per minute, and thus provide himself with books, in relief, of his own transcribing, or composing. The letters used are Roman capitals.

The liberality of its founders, and of a few other charitable persons, has enabled the Institution to receive pupils at the almost nominal rate of 80 to 100 (Swiss) francs annually, Where the parents are unable to pay this small sum, it is paid by the Commune, or by the Canton. Hitherto, more than two-thirds of all the expenses of the Institution, (both the hospital and the school,) have been borne by Mr. Haldimand. It is to be hoped means will not be wanting to uphold this work of beneficence when that source of supply ceases. It is provided among the fundamental laws of the Institution, that no applicant is to be refused on the ground of nationality or of religion.

The board of the inmates of the asylum costs about ten cents of our money daily, per head. The total expenses are about \$4,000, one half of which is for the hospital.

Among the favorite studies of the blind pupils are geometry and algebra. Quoting the remark of Newton, that only two books deserve to be read continually, the Bible and Euclid, Mr. Hirzel observes: "The gospel and mathematics are certainly for the blind fountains from which they will draw always with pleasure; and it is principally at these fountains that we seek to slake his thirst for knowledge." It is a curious observation that in a science for which visible illustrations and signs are usually regarded as indispensable, the blind, as a class, should show greater aptitude, and make greater acquisitions than the deaf and dumb. But this is to be accounted for from the difficulty which the deaf and dumb find (in consequence of their early mental habits, and the structure of their language,) in regarding the qualities, properties, etc., of bodies extracted from the bodies themselves.

## ROUTE TO BASLE.

Taking leave of Mr. Hirzel, after a few hours detention, through the illness of one of our party, we proceeded along the shore of the lake to Vevay, where we remained over the Sabbath, enjoying the privilege of attending a protestant place of worship, and of hearing an evangelical discourse in our own language too, by an English minister, Mr. Franal, with whom we were very favorably impressed. The number of English and American travelers and residents in Italy, France and Switzerland is such that we found public worship in the English language on the Sabbath in several of the places in which our Sabbaths were spent, as at Paris, Rome and Venice. The congregations, however, were small; at this place, for instance, there were not more than forty persons present in the forenoon, and less than half that number in the afternoon.

On Monday, after an excursion to the castle of Chillon, about six miles from Vevay, interesting as the scene of one of Byron's best poems, (where the footsteps worn in the stone dungeon floor by Bonnevard, the patriot of Geneva, are still to be seen,) we engaged a carriage to convey our party, including two American fellow travelers, to Basle, on the northern frontier of Switzerland, where we arrived on the third day, (Wednesday 28th.) The swarms of beggars who annoyed us in Italy, disappeared in Switzerland, but we still saw the unpleasant spectacle of women in the fields, performing even the hardest and most repulsive drudgery. Passing, on the second day, through the old aristocratic town of Berne, (the seat of the Swiss Federal Government,) we saw a menagerie of *bears*, the tutelary animals of the place, here most carefully tended. It is said that there is maintained here, by the State, a family of bears, kept pure from all admixture of blood with common bears, whose pedigree is as ancient as that of the oldest families of the city. We arrived at Berne too late to get our passports *vised* for France and the German States, and were told by the hotel keeper where we dined that unless they were *vised* here we should be stopped at Basle. Rightly interpreting this as a trick to secure our custom for the night, we

resolved to go on, and he took his revenge by making unconscionable charges for our dinner.

At Basle we were made sensible how far north we had gone from Italy. Though the last of May, we were glad to have fires (in enameled porcelain stoves) in our rooms. On the 29th we rode out to Riehen, three or four miles from Basle, to visit the Institution for the deaf and dumb, under the direction of Mr. William Arnold, who treated us with much friendly attention. The German is the common language of this part of Switzerland, and is taught in this school, on which account our examination was less thorough and satisfactory than it would have been had the language been more familiar to us.

#### INSTITUTION OF RIEHEN.

This school we understood is supported mainly by subscriptions. The present number of pupils is thirty-three, eighteen boys and fifteen girls. Mr. Arnold is assisted by three male instructors, making four in all, a large number in proportion to the number of pupils. The establishment being under protestant influence, males and females, as in America and the British Islands, are taught in the same class, and upon our alluding to the different practice in France and Italy, Mr. Arnold earnestly expressed his preference for the system pursued by himself, as more favorable to virtue, as it would habituate the pupils to decorum and self-control in their intercourse with the other sex.

There are two school rooms communicating with each other. In one there are two classes taught, in the other one class. The walls of each room were hung from floor to ceiling with pictures representing objects, actions, &c. There was also a series of lithographs representing scenes from the Old and New Testament history. The desks are arranged as in the Italian schools, in ranks one behind the other, all looking toward the teacher.

It was a fast day, very generally observed by a suspension of business in Basle and Riehen, and the pupils were not in school. Mr. Arnold however, at our request, kindly called in at first a few pupils, and afterward the whole school, and gave us every facility for observing his method of instruction.

The pupils are received as early as the age of eight; it being important, in teaching articulation to deaf mutes, a main object of instruction here, to begin while the organs of speech are yet pliant. Instruction is given at first by a combination of signs and articulation, the use of the former being restricted, and of the latter extended *as much as possible*, as the pupil advances. We were informed that the pupils, in their ordinary communications with each other, employ a mixture of signs and spoken words. Mr. Arnold also stated that the most successful cases were those who were not born deaf; of which class he had several in his school.

The first pupil introduced to our notice was a young man of twenty, under instruction six years, who read on the lips of his teacher a number of familiar questions, and answered in quite a distinct tone of voice. *He had lost his hearing at six years of age*, so that his case, though demonstrating the advantages of cultivating the faculties of articulation and labial reading with those who learned to speak before they became deaf, makes nothing as to the case of those deaf mutes who never learned to speak through the ear. And even his articulation was not pleasant or natural, his voice being shrill, and pitched on a very high key.

A little girl, who was perfectly deaf from infancy, and had been under instruction six months, repeated after Mr. Arnold the elementary sounds of the alphabet, and the names of some common objects, (as *hat*;) and subsequently wrote several names on the slate as he pronounced them. She had learned, Mr. A. said, from 200 to 250 words, but had not been taught to combine them in sentences.

Mr. Arnold then called in his own class, (the most advanced,) which had been under his instruction from three to six years. Directing them to read aloud and simultaneously a particular lesson in their text book of Scripture History, he then with a distinct, but not remarkably slow utterance, asked them orally a number of questions concerning what they had just read, which they answered by speech, some of them, so far as we could judge, remarkably well. A portion of them were as far as ten feet from their instructor.

They were then examined in geography. Mr. A. directed one of the boys to ask my son by speech, where he was from. He replied, speaking in German, "from the United States of America." One of the pupils showed that he understood by running to the map, and pointing out our country upon it. Being asked where California was, they readily pointed it out; and one of the boys asked my son if he had seen any California gold. A young gentleman, our temporary fellow traveler, showed them his watch key, made of genuine California metal, which seemed to interest them much. They then answered a number of questions put to them by their teacher, concerning England and France. The teacher also held with them by speech, a familiar conversation, and they seemed to read his lips quite readily, and answered simultaneously and promptly.

Mr. Arnold requested two of our companions to stand up, side by side; he then dictated to his pupils the following: "These two gentlemen are deaf mutes. The first is 28 years of age, the second is 20." The pupils wrote these sentences very readily on their small slates, and added a short description of the two young men. My son also held a short conversation with a girl, who seemed very intelligent and articulated very distinctly. She read simple questions on his lips quite readily, *but it is to be noted that she lost her hearing at the age of seven*; and we could show in America as remarkable cases, both as to articulation and reading on the lips, where the deaf persons had only received the care and attention of their own relatives at home. On the whole, while the specimens of articulation and labial reading here shown us impressed us favorably, there was nothing to satisfy us of the advantage of teaching articulation as a general rule, to deaf mutes from birth. Here as in the other articulating schools which we visited, whenever our attention was drawn to a degree of proficiency, that promised to be of *real* utility in after life, we found on enquiry that the pupil had learned to speak through the ear. It is unnecessary to remark, to those who have read Mr. Day's able report on the German schools, that pupils who seem to understand their own teacher, and to be understood by him quite readily, are often wholly unable to understand or make themselves understood when they leave school and go into

society. And it must farther be kept in mind that the German language is much better adapted than the English to the teaching of articulation to deaf mutes.

So far as we could judge, by what we saw, the proficiency of the pupils in language, and in other branches of knowledge was creditable, but nothing remarkable.

Mr. Arnold expressing a desire to see some illustrations of the signs used in American schools, Mr. Gamage gave, in his usual graphic manner, a scene from Scripture history. The pupils all said they understood it, and expressed great delight; while Mr. Arnold expressed his enthusiastic approbation by going up to Mr. G. and shaking him heartily by the hand, exclaiming, "excellent, excellent!"

We were shown into the dining room, (where we found the pupils, both boys and girls, at dinner with Mrs. Arnold,) the dormitories and sitting rooms. All the arrangements were neat and orderly, bearing testimony to the good management of the household. In addition to his kind and gratifying attentions, I have to thank Mr. Arnold for a copy of a catechism prepared by himself for the use of his pupils.

Returning from Riehen, about 3 P. M., we left Basle and Switzerland behind us, and arrived after dusk (by railroad,) at Strasburg, a distance of nearly ninety miles. At the custom-house on the French frontier, a couple of miles out of Basle, our luggage underwent a rough examination, and several delicate articles in the trunk of an American gentleman who had been our fellow traveler out of Italy, were damaged by the rudeness or haste of the officer.

Strasburg, renowned for the highest steeple in the whole world, and still more renowned as the scene of the first essays of Gutenberg, the inventor of printing, though for nearly two centuries a possession and capital fortress of France, is still, in appearance, manners and language, more German than French. The educated classes use French, but the masses, like our Saxon ancestors under the Normans, still cling to the language of their fathers.

## INSTITUTION OF STRASBURG.

The morning after our arrival, (Friday, May 30,) we took a carriage and rode out to the Institution for the deaf and dumb, two or three miles out of town. The road, after passing the treble lines of fortifications (planned by Vauban, and reputed almost impregnable,) led through broad avenues shaded by rows of magnificent trees. At the Institution we were received by Madame Jacoutot, the wife of the principal, her husband being absent, a circumstance that threatened to defeat, in a great measure, the object of our visit; but by a singular piece of good fortune, he unexpectedly returned before we had been there many minutes. He expressed much pleasure at seeing us, and gave us every facility for seeing his establishment.

The number of pupils is the same as at Riehen, thirty-three in all, eighteen boys and fifteen girls. In the instruction of the former, Mr. Jacoutot was assisted by a deaf-mute young man whom he had himself educated. A single female teacher, (a Sister of Charity,) was charged with the instruction and superintendence of the girls. The Institution is, as to its management, a private one, under Mr. Jacoutot's sole direction, and undertaken at his individual risk. The greater part of the pupils, however, are supported either by the *commune* (municipality) of Strasburg, or by the departments of Haut Rhin and Bas Rhin. The former department pays 500 francs for each beneficiary; the latter, which includes Strasburg, more liberally allows 600 francs each for six full beneficiaries, with *half purses* for four more, and a special sum of 400 francs for the support of shops.

This school is under Catholic influence. Mass is daily performed in the chapel by a chaplain whose services are rendered gratuitously. At the time of our visit, he was absent from the city, and his place was supplied by a priest who visited the Institution on Thursdays. Of course, the males and females are not permitted to see each other, even in the school-room and dining-room.

Strasburg being a frontier town, where French and German are both spoken, as indeed is the case more or less throughout



the two departments, forming the ancient province of Alsace, by which the school is supported, both languages are considered to be equally necessary to the pupils; and Mr. Jacoutot, singularly enough, teaches both simultaneously. The works he uses are those destined for children in the primary schools of the province, who, their maternal language being German, are to be taught to read French. At the beginning, he puts into the hands of his pupils printed copies of a "Little French and German Manual,"\* prepared by himself. This manual presents about a thousand substantives in each language, the French in one column, the German parallel in another; arranged according to the artificial distinctions of gender in the two languages, and in each division, alphabetically. For example, we find first nouns beginning in French with A, that are masculine in both languages, then those under the same letter, feminine in French and masculine in German, (e. g., *aile*, *flügel*, wing; *armoire*, *schränk*, cupboard, &c. It will readily be seen that under this plan of arrangement, words are introduced in quite a different order from that which most teachers of deaf mutes would prefer, as the reader can judge by those on the first page, which, rendered into English, stand in this order: Apricot, eagle, garlic, first-born, ass, angel, ring, August, tree, fruit-tree, bush, bow, rainbow, artisan, autumn, April, wing, alley, eel, application, afternoon, cupboard, asparagus. It would be quite difficult to explain to a deaf-mute beginner such words as application, damage, dividend, divisor, grandfather, progress, quotient, &c., which we find in the first few pages of this vocabulary. We would also observe that the addition of illustrative cuts would add much to the interest of the pupil and the ease of the teacher. When the pupils have committed this vocabulary thoroughly to memory, in both languages, (including, of course, the article which, by their terminations, mark in each language the genders of the nouns, and which they must learn by practice to prefix properly to each word according to its artificial gender;) Mr. Jacoutot gives them

\* Petit Manuel Français et Allemand à l'usage des Ecoles Primaires d'Alsace, par M. A. Jacoutot, Directeur de l'Institut des Sourds-Muets de Strasbourg. Première Partie, Strasbourg. Chez l'Auteur, Place au Foin, 14. 1844.

a compendium of Scripture History \* to the death of Joseph, having the French and German on opposite pages, divided into short sections, and these into paragraphs of one or two sentences each. This work, though simplified and easy for speaking children already familiar with simple language, we should regard as too difficult for deaf-mute pupils who have only learned a list of nouns. The following is a specimen, being the whole of chapter or section 11 :

#### 11. BUILDING OF THE ARK.

"As the number of men increased, all the vices prevailed. Therefore the offended God resolved to destroy the human race by a deluge.

"However he spared Noah and his children, because they practiced virtue.

"Noah, warned by God, built a great ark in the form of a ship ; he covered it with pitch, and caused to enter therein one pair of every bird and of other animals."

In the use of this book, the teacher writes on the black board one of these paragraphs, of a sentence or two, in French, explains the meaning of the whole by signs, and then defines by the same means, each word in its order. This process he repeats with the same passage in German. The pupil is then required to commit both versions to memory. Each sentence is then divided into as many shorter ones as it will admit of, (e. g. The number of men increased. All the vices prevailed. God was offended. God resolved to destroy the human race, etc.) and other sentences of the same form with these, both in German and French, are written on the black board, and explained by signs. These are then effaced, and the pupil is required to reproduce them by writing from signs. The passage is dwelt upon till the pupil has become as familiar as possible with all the forms of speech introduced.

\* Inbegriff der heiligen Geschichte des alten Testaments, etc. *Abrégé de l'Histoire Saint de l'Ancien Testament, à l'usage des écoles primaires de l'Alsace.* Strasbourg, 1842.

(Extracted from L'Homond's work, with a preface by M. Desire Ordinaire, then rector of the Academy of Strasbourg, an office giving him the inspection of the schools of the province. See Appendix H.)

After a few lessons studied in this manner, the teacher proceeds to explain the grammatical construction of the sentences, by means of a system of analysis closely resembling the Abbé Sicard's Theory of Ciphers; which thenceforward is constantly combined with the first described process. When the pupil has become more familiar with language, he is taught to define, in writing, every abstract noun, and many of the common nouns he meets with. These, as far as we could ascertain by observation, and by dint of persevering enquiry, are the leading features of the remarkable system pursued in this Institution. In every lesson, the French and German languages were required to keep pace with each other. In the opinion of Mr. Jacoutot, the simultaneous study of two radically different written languages, did not retard the progress of the pupil in either, but was on the contrary, a positive advantage. Judging *a priori*, most teachers would demand very decided proofs before assenting to this opinion; and the limited examination we were able to make, left on our minds the impression that the attainments of the pupils of this school were not equal to what is often realized in our own and some other institutions, where the difficulties of language are better graduated, and only one written language is taught.

Mr. Jacoutot requested my son to select a passage in the Scripture History, and calling up two of his pupils who had been under instruction about five years, told one of them the subject of the passage, which the boy wrote from memory in French, as directed, with readiness and correctness. The teacher then directed him to underscore all the substantives, and write under each the letter *a*. The other boy was directed to underscore the verbs, writing under them the letter *b*; then the other parts of speech, placing an appropriate letter under each. He then required the first mentioned boy to indicate the grammatical construction, which he did in the manner of Sicard and Bébien, by placing the figure 1 over the nominative, 2 over the transitive verb, 3 over the object of the verb, and so on. This the boy performed with ease and quickness. The teacher next questioned them very minutely in writing on each part of the several sentences, to which they gave satisfactory answers. They were then required to write definitions of each of the substantives

which had been underscored. The same exercises were then gone through with in German on the same passage.

The boys exhibited a gratifying readiness, evidently the result of thorough and careful training. Their style of writing was, however, very simple, denoting only a moderate acquaintance with language. The system of analysis, here so indefatigably carried out is worthy of imitation in other Institutions. The grammatical symbols, however, are certainly behind the present progress of the art, as compared with those of professors Barnard and Vaisse. It also appeared to us that the knowledge of facts possessed by the pupils was quite limited; which indeed was to be expected, when the memory was so exclusively occupied with its double tasks of words.\*

At the time of our visit nearly one-half of the male pupils were absent from the school, engaged in the garden, the cultivation of which is one of the principal manual employments taught here. The other trades are carpentering, shoemaking, tailoring, and weaving, which, as will be understood from the number of pupils, are taught on a very small scale. The selection is governed by motives of economy, as thus the shoes, clothes, and even the cloth required by the pupils can be produced in the establishment.

In the *memoire* cited in the last note, Mr. Jacoutot proposes to divide the pupils into two sections, of which one, composed of younger pupils, (pay pupils or beneficiaries,) should give more time to intellectual than to mechanical instruction, while the other section, embracing the *workmen* properly so called, shall be required to give each day more time to manual labor, and at last shall be supported wholly by the produce of their labor. The

\* In addition to the two works already cited, Mr. Jacoutot presented us with a "*Memoire sur la necessité de completer l'Education Intellectuelle des Sourds-Muets par l'Instruction Professionnelle*, Strasbourg, 1846," and "*La Passion de Notre Seigneur Jesus Christ, Méditée, d'après la concordance des Evangelistes, ou La Sainte Quarantaine Méditée*, par A. Jacoutot, Directeur de l'Institut des Sourds-Muets de Strasbourg. Strasbourg, 1851. Se vend au profit de l'Institut des Sourds-Muets." The latter work is a book of devotion, embracing in forty chapters, the recital of the Passion of Christ, with meditations and prayers on each portion. It is not designed particularly for deaf-mutes. Mr. Jacoutot has also published two other works on the *Passion of Christ*, and a "*Methode Analogique, etc.*," or, manner of learning in a short time the forms of language by analogy and comparison.

latter, when they cease to be paid for by their parents or patrons, are to receive intellectual instruction only in the evenings and on Sundays, continuing in the Institution, however, till they have thoroughly learned their trades; and those who may prefer are to be provided with employment as journeymen at the end of their apprenticeship. In this way, Mr. J. thinks the shops will, in time, come to support themselves.

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Just as we were taking our leave, Madame Jacoutot treated us to a sight of a most beautiful and interesting family group. Calling into the parlor her nine children, the survivors of fourteen, two sons and seven daughters, she placed herself at the head of the group, arranged in regular gradation from the oldest and tallest down to the youngest, who was just able to talk, and who prattled forth wishes for our prosperous journey. A more interesting picture we had seldom or never seen.

Returning to Strasburg, after gratifying our curiosity by ascending the giddy height of the cathedral tower, we left at half past two in an omnibus for the railway station on the other side of the Rhine, which is here crossed on a bridge of boats. It is curious to see a guard of French soldiers on one side of the river and of German soldiers on the other. Taking the cars we arrived at the celebrated watering place of Baden Baden about seven P.M. At this German Saratoga we remained two days, having the opportunity of attending worship in English on the Sabbath. On Monday, June 2, we went on to Heidelberg, where we stopped a few hours to see the interesting ruins of its old castle, and the yet more interesting literary treasures of its famous university; and proceeded in the afternoon to Frankfort on the Maine, the seat of what remains of the federative government of Germany. Here, through our letters of introduction, we formed some pleasing acquaintance; and were indebted to the attention of the United States' Vice Consul, Mr. Lindheimer, on whom we called the morning after our arrival, and who introduced us at the Insti-

tion for the deaf and dumb, under the care of Dr. C. B. Schwartz, successor to Mr. Kosel, deceased.

### INSTITUTION OF FRANKFORT.

This Institution is a private school, supported by the city and by subscriptions. The building is of four stories, spacious for the number of pupils, and pleasantly situated in the outskirts of the city. The number of pupils was only eight at the time of our visit, five girls and three boys. Dr. Schwartz is assisted in the task of instruction by his wife. The pupils are all very young, from six to ten or eleven years of age.

Articulation is here made the main object, and, as far as possible, the instrument of instruction. Dr. Schwartz rejects the use of the manual alphabet altogether, and endeavors to dispense even with natural signs, *as much as possible*. We saw, however, that both he and Mrs. S. habitually, perhaps involuntarily, accompanied their speech to the pupils with signs.

Our attention was especially directed to two little boys of nine and ten. They were able to pronounce some simple sentences, and read on the lips to some extent. Their voices were pitched on a high key. Their ability to express their ideas in language, spoken or written, was of course very limited. The following sentence in German, they were able, after repeated trials, to gather from the motions of their teachers lips: "Some of these gentlemen are deaf and dumb, but you are no longer dumb." The best specimen of articulation we saw here was from a lad of eleven, who had been under instruction four years, and lost his hearing at the age of four.

In so small a school, with pupils also of the most favorable age for teaching articulation before the organs of speech lose by disease their pliancy, we should expect to find the most favorable results; especially with a teacher as intelligent and enthusiastic as Dr. Schwartz, (who informed us he had been urged by Dr. Howe of Boston to come to America, to introduce his system of instruction in a school for deaf mutes to be opened at Boston). The results we saw were, however, very unsatisfactory; which is

probably to be ascribed to the fact that all the striking cases of articulation we saw in other institutions were those of pupils who had learned to speak distinctly before becoming deaf. Now, in every large institution there are likely to be several of these cases, who are naturally brought forward when visitors are present, and whose performances are apt to be taken without enquiry as fair specimens of what can be done for the deaf and dumb. But in a very small school the chances are that there may be no such cases, and if there are not, the question of teaching articulation to *bona fide* deaf mutes must stand on its own merits; a test it can seldom well bear.

On Wednesday, June 4, we left this elegant and opulent city, traveling by railroad to Castel, opposite Mayence, and thence on a steamer down the broad, winding and rapid Rhine to Cologne. Apart from historical associations, the world renowned scenery along this river is hardly equal to that of our own Hudson, but here almost every eminence is crowned by the ruins of some old feudal castle, having its legends of love and daring, crime and wrong, in long vanished centuries.

#### COLOGNE.

On Thursday morning we called at the Institution for the deaf and dumb; but found that it was vacation, (but one pupil being on the ground,) and that the director, Mr. Gronewald, was gone to Paris or London. From the deaf mute I learned that there were, at the time of their dispersion, fifty-two pupils. The building, which was of moderate size and in an obscure position, was undergoing repairs.

Though disappointed here, we of course found much to interest us in this ancient city, one of the very oldest in northern Europe. We visited the cathedral which has been six hundred years in building, and may be as many more before it is finished, and in which are preserved the relics of the three kings, firmly believed to be the Magi who came from the east to adore the child Jesus, and regarded during ages with a veneration little short of idolatry.\*

\* These relics, if I remember right, after some marvelous transmigrations, were taken by an Archbishop of Cologne at the sack of Milan in Italy, A. D. 1162.

In another church we saw the bones (so we were told,) of the martyr St. Ursula, and of her eleven thousand martyred virgins. But famous as Cologne is for these and other wonders, that which makes its name familiar as a closet word in every corner of the civilized world, is its manufacture of Eau de Cologne, begun here nearly a century and a half ago by one named Farina, whose lineal descendants still claim the secret and monopoly of this all fashionable perfume, and stigmatize all interlopers as impostors and counterfeiters.

### HOLLAND.

On Friday, June 6, we left Cologne and proceeded down the Rhine to Arnheim in Holland, and thence by the cars to Utrecht. Having spent a few days in this country of dikes and canals, visiting among other cities, Amsterdam, the mother city of our own New-York, and the Hague, where we made the acquaintance of our minister, Mr. Folsom, to whose friendly attentions we were greatly indebted, and who with his estimable lady, accompanied us on a pilgrimage to Delft Haven, whence the fathers of New England embarked on that memorable voyage whose consequences, unimportant as it was then deemed, are fast changing the destinies of the world, we found ourselves on Saturday, June 14, at Brussels, the capital of Belgium. Here we had the pleasure of receiving letters from home.

### INSTITUTION OF BRUSSELS.

The same day, we visited the Institution for the deaf and dumb and the blind, under the direction of the Pere Gregoire, a brother of charity, who has the general oversight of the whole establishment, but does not himself engage in the labor of teaching. This Institution is designed solely for males, Belgium being a catholic country. There is, however, another in the city for females, which circumstances prevented us from visiting.

The school room into which we were first conducted, is similar in arrangements to nearly all those we had seen in Europe, out of Paris, viz: with black-boards at one end for the convenience of the teacher, and rows of desks one behind another, at which the pupils sit facing the teacher, and use small slates.



We learned that the number of pupils in the deaf-mute department was 28, and in the blind department 17. The indigent, (that is the greater number,) are supported in part by the royal government, and in part by the province of Brabant and the commune of Brussels. There is an excellent law of this kingdom, which makes it obligatory on the provinces and the communes, (corresponding to our counties and towns,) to provide for the education of all their deaf mutes. The royal government gives its aid in case of an insufficiency of local resources.\*

The deaf mutes are received into the Institution between the ages of seven and seventeen, and usually remain eight years. Some, however, remain much longer under instruction, and others not so long. We could not learn that there was any definite rule on the subject, but inferred that the local authorities were accustomed in some cases to make distinctions with reference to the time they allowed to their beneficiaries.

In the deaf-mute department, there are two professors. Their method of instruction is derived from that of the National Institution of Paris, and the signs employed are not very dissimilar. During the greater portion of the course, they use manuscript lessons, prepared by the senior professor, the object of which is the gradual development of language in the following order: 1, the alphabet; 2, names of objects which may be easily shown to the pupils; 3, nouns and adjectives combined; 4, the different tenses of the verb; 5, simple reading lessons illustrating the principles already inculcated; 6, more difficult forms of language, combined with instruction on various topics.

The hours of the day were at the time of our visit, apportioned as follows: To study, from 5 to 7 A. M., and from 5 to 6½ P. M.; to intellectual or mechanical instruction, 8½ to 11½ A. M. and 1 to 4 P. M. The pupils are divided into four sections, two of which are in the school room and two in the shops alternately during the hours marked as devoted to intellectual or mechanical instruction. The two sections which are in the school room in the forenoon, are in the shops in the afternoon, while the other two, being in the shops in the forenoon, are *vice versa*, in the school room in the afternoon. The next day, this order is re-

\* *Musée's Annales*, III., 31.

versed, and so on alternately. The object of this singular arrangement seems to be to effect a classification as nearly as possible according to attainments, with only two teachers for pupils of every grade up to eight or ten years' standing.

The trades taught here are shoemaking, tailoring, turning, basketmaking, and baking.

The exercises in the school room were not such as to enable us to judge of the attainments of the pupils. The hour for the noon recess arrived soon after we came, and during the short opportunity afforded, the teachers seemed to feel a singular diffidence with respect to displaying the proficiency of their pupils.

A boy who had been under instruction nine years, but who had been considerably interrupted in his studies by sickness, was called to the black-board, and the following dialogue in writing passed between him and his teacher:

"Tell your name to these gentlemen."

"C\*\*\*\* K\*\*\*\*\*"

"What is your age?"

"I am 15 years old."

"Where are you from?"

"From Brussels."

"What is Brussels?"

"It is the capital of Brabant, and of the whole kingdom of Belgium."

Though this pupil of nine years standing, brought forward as if the best in the school, merely answered such questions as would be readily answered in America by pupils of two or three years standing, a more thorough examination than we had opportunity to make might, perhaps, have shown that the progress of the pupils was better than we should, from this instance, suppose. The early age at which pupils are received, and the small number of teachers, must be serious disadvantages.

From the school room of the deaf mutes we were conducted to that of the blind, where a much greater degree of enthusiasm was manifested on the part of both teacher and pupils. The

pupils were all seated at desks. They read with much ease from their books printed in raised letters; answered questions in geography, pointing out places on the map, and solved sums in the four ground rules of arithmetic. They also wrote readily.

We found in use here the system of tangible writing in points adapted to the use of the blind, which has been mentioned as used in the Institution for the Blind of Paris, from which it had been borrowed, and by which the blind are enabled to read what they write, to keep journals and, in many cases, to copy, for their own use, books of which no copies printed in raised letters exist.

The books they use are some in the common alphabet, and some in the peculiar alphabet of points. It has been found by experience that they learn to read most readily by the latter alphabet; and we noticed that they read the books copied in points by themselves with less hesitation than the printed ones. Perhaps they were aided in the former case by a more ready recollection of the matter treated of.

From the school room we were conducted to a room adjoining, furnished with musical instruments. Here the teacher seated himself at the piano and, with one of his pupils who took the bass drum, accompanied a number of the other pupils who, ranged in a line, sang several pieces in a very spirited manner, but without the boisterousness frequently observable in this class of musicians. Some pieces were also admirably played on the harmonicon by one of the boys. They had evidently been well trained and amply rewarded their teacher, who seemed to take much pride in their performance.

#### WATERLOO.

On Monday, June 16, we rode to the field of Waterloo, some ten miles south-east of Brussels, and with the interest which every reader will easily picture to himself, spent some hours in retracing, on this scene of Napoleon's last battle, with the aid of our guide and a map, the positions and movements of the three great armies which there decided the fate of Europe. The en-

thusiasm of our young deaf-mute companions was naturally enlisted on the side of the hero whose long and dazzling track of glory and conquest was destined to be here quenched in blood, and who saw the victory promised by his consummate generalship and the fiery courage and devotion of his troops, long delayed, but only delayed by the superhuman firmness and endurance of the English infantry, wrested from his grasp by the unexpected appearance of thirty thousand fresh Prussian troops on his flank, and the failure of the memorable charge of the guard under Ney, on which he had staked his last desperate chance. We could not help reflecting that this last effort had exposed the French army to the dreadful slaughter of the long moonlight pursuit that succeeded the battle, and that, if Napoleon had been content to retreat when the Prussians appeared, he might at least have saved his army, if not his crown.

### LIEGE.

Leaving this ever memorable field, whose colossal monuments, at the time of our visit, looked over luxuriant harvests waving over the soil fattened by the blood of fifty thousand men, we returned to Brussels, and the next day proceeded by railway to Liege, where we arrived about 3 P. M. We went at once to the Institution for the deaf and dumb and blind, for here, as in most other Belgian schools, these two classes are collected in a single establishment. Here, however, there happened to be only a single blind pupil.

When we arrived, the school exercises of the day were over, and the teacher had gone away. The director, Mr. Berard, who takes no part in the instruction of the classes, however, introduced us to one of the school rooms, arranged in the usual manner, with desks and black-boards. A number of the girls were then introduced, and with them we had, in the language of signs, quite a long conversation, in which they seemed to take great interest.

The number of deaf-mute pupils was 35, 26 boys and 9 girls. The expenses, averaging about 700 francs for each pupil, are defrayed in about equal fourths by the state, by the provinces,

the two departments, forming the ancient province of Alsace, by which the school is supported, both languages are considered to be equally necessary to the pupils; and Mr. Jacoutot, singularly enough, teaches both simultaneously. The works he uses are those destined for children in the primary schools of the province, who, their maternal language being German, are to be taught to read French. At the beginning, he puts into the hands of his pupils printed copies of a "Little French and German Manual,"\* prepared by himself. This manual presents about a thousand substantives in each language, the French in one column, the German parallel in another; arranged according to the artificial distinctions of gender in the two languages, and in each division, alphabetically. For example, we find first nouns beginning in French with A, that are masculine in both languages, then those under the same letter, feminine in French and masculine in German, (e. g., *aile*, *flügel*, wing; *armoire*, *schränk*, cupboard, &c. It will readily be seen that under this plan of arrangement, words are introduced in quite a different order from that which most teachers of deaf mutes would prefer, as the reader can judge by those on the first page, which, rendered into English, stand in this order: Apricot, eagle, garlic, first-born, ass, angel, ring, August, tree, fruit-tree, bush, bow, rainbow, artisan, autumn, April, wing, alley, eel, application, afternoon, cupboard, asparagus. It would be quite difficult to explain to a deaf-mute beginner such words as application, damage, dividend, divisor, grandfather, progress, quotient, &c., which we find in the first few pages of this vocabulary. We would also observe that the addition of illustrative cuts would add much to the interest of the pupil and the ease of the teacher. When the pupils have committed this vocabulary thoroughly to memory, in both languages, (including, of course, the article which, by their terminations, mark in each language the genders of the nouns, and which they must learn by practice to prefix properly to each word according to its artificial gender;) Mr. Jacoutot gives them

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To exhibit the attainments of his pupils in geography, the teacher drew on the black-board an outline map of Europe, on which he marked the boundaries of countries, the courses of rivers, and the locations of towns. Pointing to these successively, he required one of his pupils to write their names, which he did, with very few mistakes.

A lad of sixteen or seventeen was then exhibited as a case of articulation, but the tones of his voice were very discordant, and his utterance very indistinct. According to the programme of studies, articulation is only taught here in special cases.

I subjoin, as a proper pendant to my account of this Institution, the programme of studies just cited.

"The instruction embraces : Religion, French, arithmetic, geography, history, and, in particular, sacred history, drawing, and some notions of the natural sciences.

"The girls are practiced in needle work and household duties. The boys apply themselves to various trades, among others, to those of shoemaking, tailoring and carving.

"The course or subjects of instruction are distributed in four grand divisions, as follows :

"4th division. Manual alphabet, Written alphabet, Nomenclature of the most common objects.

"3d division. Qualities of objects ; use of determinative adjectives, and of pronouns ; general divisions of time ; conjugation of the present, past and future ; simple propositions ; composition of little phrases in frequent use ; reading and dictation by means of natural and conventional signs ; numeration, addition and subtraction ; prayers.

"2d division. Conjugation of the verb in all tenses and moods ; preposition ; adverb ; use of complete propositions ; first notions of geography ; sacred history ; multiplication and division ; prayers ; catechism.

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girls, which is connected with a nunnery and in its rear. Sending in our cards, we were very cordially welcomed by one of the "sisters," who conducted us through a long corridor, where reigned the silence of the tomb. One of us venturing a remark in the ordinary tone of conversation, our conductor mildly informed us in a whisper that it was a sacred place, and that no sound was there allowed. Ascending a flight of stairs, we presently entered the school room, and were introduced to the lady superior of the school, who received us in the most courteous manner. We found her a person apparently of much intelligence, and of a remarkably pleasing expression of countenance. She was assisted in the duties of instruction by three other "sisters," and by one deaf-mute young lady. The pupils, who numbered forty-two were all assembled, seated at desks facing the side walls, which were lined nearly their whole length with black boards. They were neatly attired, and, though their appearance was somewhat marred by having their hair cut short, were rather prepossessing.

The instructors were engaged when we entered in explanations of lessons written on the black-boards. These were mostly exercises on the verb. We therefore had no opportunity of forming an estimate as to the attainments of the pupils. We were pleased, however, with what we saw. The lady superior showed us a manuscript book of elementary lessons which she had prepared. So far as it went, it appeared from a cursory examination to be in general judiciously arranged. The order of some of the lessons might have been improved; and the difficulties, especially at the commencement, more happily graduated. It begins with what we regard as an error in the instruction of the deaf and dumb; a connected series of simple sentences for the first lessons. This, however, the good sister seemed to regard as one of the chief excellencies of her system.

In this staid and ascetic community, our visit must have been quite an event, especially when Mr. Gamage treated them to some of his pantomimic representations, giving with his usual graphic power a scene of Scripture history, and afterward relating a comic story. The delight and admiration of teachers and



pupils were boundless, and the latter expressed their pleasure in the liveliest manner.

We saw some specimens of needle work by the girls, which did them and their instructors much credit, and left with the conviction that, whatever might be the degree of intellectual cultivation of the pupils, they were under the care of kind and worthy instructors.

### GHENT—SCHOOL FOR BOYS.

The school for deaf-mute boys, which we next visited, is connected with "the *Béloque*," the principal hospital of Ghent, a sort of confederation of benevolent establishments under the direction of the brothers of charity. The building immediately contiguous to the school for the deaf and dumb is an alms-house for indigent old men, all upwards of seventy years of age. Other buildings are set apart for the sick and accommodate six hundred patients. Around the whole are spacious grounds, enclosed by a high fence and laid out as a garden, accessible to the various inmates of the establishment. Hence is derived the name *Béloque* in Flemish, signifying an enclosure.

At the school for the deaf and dumb we were kindly received by the director, Mr. A. Bourgois, a short, plethoric man of about seventy. The director does not engage in teaching. There are two principal professors who, with one or two assistants, have given themselves to the work of deaf-mute education with a rare and almost unexampled devotion. In this respect they are worthy to be named with the Abbé de l' Epée. Scarcely ever leaving the establishment, they spend their whole time in the duties of instruction and supervision. They sleep in the same apartments with their pupils, accompanying them in their promenades, join with them in their sports, and for all this self-denying labor demand no other compensation than their board and clothing.

The number of pupils is 62. They are generally received at the age of seven, and continue under instruction for a period varying from ten to twelve years, perhaps the longest period allowed anywhere. Those whose parents are not in a condition to support them, are supported, as in other Belgian schools, by the com-

munes, the provinces, and the royal government. The disinterestedness of the teachers, and probably the funds of the great charitable institution of which this school forms part, permit its direction to reduce the annual charge to the small sum of 300 francs, for each pupil. As the Flemish language only is taught in this school, only those whose friends prefer that they should learn this language are admitted, while those of this province, (East Flanders,) who wish to learn French, are sent to the Royal Institution of Brussels.

The school room into which we were first conducted is an apartment perhaps forty by twenty feet, capable of seating all the pupils. It was fitted up with desks arranged at right angles to the longest line, at which the pupils sit and use small slates. At one end was a cabinet with glass doors, the shelves of which are filled with miniature models (made by the pupils,) of agricultural, mechanical and household implements, to be used, as we use pictures, in teaching the meaning of words. There was also a collection of grains and seeds in small glass jars or bottles, properly labelled.

On the side of the room opposite the windows, and extending nearly its whole length, were arranged blackboards to the height of six or seven feet, over which are headings to designate the places of the different classes. On the wall above the blackboards, and on the opposite wall between the windows, were posted pictures of objects and of scenes, in profusion; the subjects taken from sacred and profane history and from the familiar avocations of life. On the whole, we never saw a school-room for deaf mutes in which there was so large and complete a collection of the visible aids and appliances of instruction.

We also noticed a contrivance for regulating the leave for going out of the pupils. It consisted of a ball or disk painted white on one side, and black on the other. When the white face was directed towards the pupils, it denoted that all were present. Every one who had occasion to go out was required to turn the black face to view. On returning he was required to bring again the white face to view. While the black face was visible no one could leave the room.

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Our impressions as we passed through the various rooms of the building were that while neatness was every where preserved, economy was practiced to the utmost limit consistent with comfort and usefulness.

Just as we were taking our leave, Madame Jacoutot treated us to a sight of a most beautiful and interesting family group. Calling into the parlor her nine children, the survivors of fourteen, two sons and seven daughters, she placed herself at the head of the group, arranged in regular gradation from the oldest and tallest down to the youngest, who was just able to talk, and who prattled forth wishes for our prosperous journey. A more interesting picture we had seldom or never seen.

Returning to Strasburg, after gratifying our curiosity by ascending the giddy height of the cathedral tower, we left at half past two in an omnibus for the railway station on the other side of the Rhine, which is here crossed on a bridge of boats. It is curious to see a guard of French soldiers on one side of the river and of German soldiers on the other. Taking the cars we arrived at the celebrated watering place of Baden Baden about seven P. M. At this German Saratoga we remained two days, having the opportunity of attending worship in English on the Sabbath. On Monday, June 2, we went on to Heidelberg, where we stopped a few hours to see the interesting ruins of its old castle, and the yet more interesting literary treasures of its famous university; and proceeded in the afternoon to Frankfort on the Maine, the seat of what remains of the federative government of Germany. Here, through our letters of introduction, we formed some pleasing acquaintance; and were indebted to the attention of the United States' Vice Consul, Mr. Lindheimer, on whom we called the morning after our arrival, and who introduced us at the Insti-

some of the branches enumerated. Experience has shown that, in the case of the deaf and dumb especially, much more is accomplished by dwelling on one principle till it is thoroughly mastered, (avoiding weariness by variety of application and of illustration,) before proceeding to any other subject, than by taking for the sake of variety, mere glimpses of several different subjects. This constant change of exercises at short intervals appeared to us a decided error in the plan of instruction. And it seemed to us that the instructors evinced rather indefatigable industry than enlarged and comprehensive views. Their system of instruction appeared to us rather mechanical than philosophical.

Of this programme, the following translation of the part relating to *Wednesday* will give a fair idea. It is to be observed that the pupils are divided into six courses or classes, of which the 5th and 6th, composed of beginners, are regarded as subdivisions of the fourth, having the same alternations of study, recreation, etc., and pursuing nearly the same studies; or as far as their progress in language will permit.

1st Course.		2d Course.	
5.	A. M. Rise.		Rise.
5.15	Morning prayer.		Morning prayer.
5.30	Dialogue.		Study.
6.	Mass.		Mass.
6.30	Breakfast.		Breakfast.
7.	Recreation.		Recreation.
8.	Study.		Study.
8.15	Recitat'n of geography and exercises with the map.		Geography and map.
9.	Questions and answers.		Questions and answers.
10.	Recreation.		Recreation.
10.30	Penmanship.		Penmanship.
11.	History of the church.		History of the church.
12.	Dinner.		Dinner.
12.45	Recreation.		Recreation.
1.	P. M. Class in Drawing.		Class in drawing.
2.	Shops.		Shops.
5.	Study.		Study.

We learned that the number of pupils in the deaf-mute department was 28, and in the blind department 17. The indigent, (that is the greater number,) are supported in part by the royal government, and in part by the province of Brabant and the commune of Brussels. There is an excellent law of this kingdom, which makes it obligatory on the provinces and the communes, (corresponding to our counties and towns,) to provide for the education of all their deaf mutes. The royal government gives its aid in case of an insufficiency of local resources.\*

The deaf mutes are received into the Institution between the ages of seven and seventeen, and usually remain eight years. Some, however, remain much longer under instruction, and others not so long. We could not learn that there was any definite rule on the subject, but inferred that the local authorities were accustomed in some cases to make distinctions with reference to the time they allowed to their beneficiaries.

In the deaf-mute department, there are two professors. Their method of instruction is derived from that of the National Institution of Paris, and the signs employed are not very dissimilar. During the greater portion of the course, they use manuscript lessons, prepared by the senior professor, the object of which is the gradual development of language in the following order: 1, the alphabet; 2, names of objects which may be easily shown to the pupils; 3, nouns and adjectives combined; 4, the different tenses of the verb; 5, simple reading lessons illustrating the principles already inculcated; 6, more difficult forms of language, combined with instruction on various topics.

The hours of the day were at the time of our visit, apportioned as follows: To study, from 5 to 7 A. M., and from 5 to 6½ P. M.; to intellectual or mechanical instruction, 8½ to 11½ A. M. and 1 to 4 P. M. The pupils are divided into four sections, two of which are in the school room and two in the shops alternately during the hours marked as devoted to intellectual or mechanical instruction. The two sections which are in the school room in the forenoon, are in the shops in the afternoon, while the other two, being in the shops in the forenoon, are *vice versa*, in the school room in the afternoon. The next day, this order is re-

week. For instance, on three days of the week, (including Sunday,) a "class in painting or coloring" takes the place of the class in drawing; and the two hours which are given to geography and to questions and answers on Wednesday, are given with the three higher classes, to the catechism, writing letters, &c., on Monday; compositions and history of Belgium, on Tuesday; catechism on Thursday; history of Belgium, etc. on Friday; ecclesiastical history or geography on Saturday. Arithmetic is taught from 10 to 12 on Thursday. Mass is held every morning, and on Sunday twice, besides vespers at half past two on the latter day.

As we entered, the pupils all rose to welcome us. One of the most advanced went to the black-board and wrote, in Flemish, "Gentlemen, I have the honor to wish you good day. We take great satisfaction in seeing you." The principal professor then wrote the question: "Where do these gentlemen live?" To which the boy replied, "In America." "In what city?" "In the city of New-York." "In what city do you live?" "In Ghent." "What is Ghent?" "It is the capital city of the province." "Who is now king of our country?" "Leopold." "Where was Leopold born?" "In Coburg." "In what country is Coburg?" "In Germany." "Into how many States is Germany divided?" "Into 38 States." "How many duchies are there in Germany?" "Nine." "Where is the place of the Court or Congress of Germany?" "At Frankfort." "How many free cities are there in Germany?" "Four." "What season is it now?" "Summer." Here I suggested the question, "Which season do you prefer, and why?" The boy replied, "The spring, because it is temperate." The teacher then asked: "What are the principal rivers of Germany?" "The Elbe, the Rhine," &c. "What are the principal manufactures of Ghent?" "Cotton and linen." At our request the question was put: "What is the Ocean between Europe and America?" To this the boy was unable to reply. His knowledge of geography evidently did not extend beyond the precincts of Europe, and if we may judge from the questions asked by the teacher, hardly beyond Belgium and Germany.

by the communes, and by subscriptions.\* There was a speaking professor for the boys, Mr. Durup de Balcine, assisted by a deaf mute, Mr. Henrion, formerly a pupil of Sicard.† The education of the girls is committed to two ladies. The sexes are taught separately, but are not so stringently prevented from seeing each other as in the other catholic schools we had visited, probably, because in Belgium, as in Ireland, the tone of public morals is higher than in the more southern Roman catholic countries of Europe. As the language of the greater part of Belgium is French, and the institutions of the kingdom are mainly borrowed from France, it is to be expected that the system of instruction should be the French. Indeed, the principal professor, who came in soon enough to give us some illustrations of his method of instruction, and who welcomed us as *confreres*, very cordially, informed us that he had learned his art at Paris under professor Morel.

The term of instruction allowed here seemed to be as long as at Brussels. One of the girls informed us that she had been in school ten years. Several others had been there seven or eight years. One pretty little girl repeated a fable for us.

When the teacher arrived, after a few moments of conversation, he introduced the boys into the room, and at my request, selected one of them, to whom Mr. Gamage dictated the following sentence by signs: "Jesus told Peter to go to the sea and catch a fish, and when he had opened its mouth, he found a piece of money." Before he had half finished, the teacher checked him, saying it was too long, the boy could not remember it all. It was then given in detached portions, and the boy succeeded in giving the sense correctly, but with some grammatical inaccuracies. This pupil had been in school eight years. The following sentence was also given in signs in the same manner, and with similar results: "A dog carried away a large piece of meat, dug a hole in the ground and buried it. The next day he returned, dug it up and ate it." In our own schools, it would be easy to find pupils of less than three years standing who could write out such sentences correctly at a single effort.

\*Report for 1859.

† *Idem*, page 19.

To exhibit the attainments of his pupils in geography, the teacher drew on the black-board an outline map of Europe, on which he marked the boundaries of countries, the courses of rivers, and the locations of towns. Pointing to these successively, he required one of his pupils to write their names, which he did, with very few mistakes.

A lad of sixteen or seventeen was then exhibited as a case of articulation, but the tones of his voice were very discordant, and his utterance very indistinct. According to the programme of studies, articulation is only taught here in special cases.

I subjoin, as a proper pendant to my account of this Institution, the programme of studies just cited.

"The instruction embraces : Religion, French, arithmetic, geography, history, and, in particular, sacred history, drawing, and some notions of the natural sciences.

"The girls are practiced in needle work and household duties. The boys apply themselves to various trades, among others, to those of shoemaking, tailoring and carving.

"The course or subjects of instruction are distributed in four grand divisions, as follows :

"4th division. Manual alphabet, Written alphabet, Nomenclature of the most common objects.

"3d division. Qualities of objects ; use of determinative adjectives, and of pronouns ; general divisions of time ; conjugation of the present, past and future ; simple propositions ; composition of little phrases in frequent use ; reading and dictation by means of natural and conventional signs ; numeration, addition and subtraction ; prayers.

"2d division. Conjugation of the verb in all tenses and moods ; preposition ; adverb ; use of complete propositions ; first notions of geography ; sacred history ; multiplication and division ; prayers ; catechism.



"1st division. Abstract words; descriptions, narratives, definitions; exercises in style; continuation of arithmetic and of sacred history; general geography; geography of Belgium in detail; first notions of natural science; development of moral sentiments."

This outline seems, in the main, judicious, and such as any teacher of good sense would readily make out. The difficulty is not to prepare a good general plan of a course, but to fill out the multitudinous details consistently and judiciously.

Leaving the Institution, we rode to the University, to present a letter of introduction to Mr. Lomans, one of the professors. He was not in, but the assistant of the *custode*, a deaf mute, very obligingly showed us over the building, in which the extensive and complete cabinet of natural history particularly interested us. Our conductor seemed greatly delighted at meeting with those who could converse with him in his own language of signs. We afterwards called at Prof. Lomans' residence, and made in him a very pleasing acquaintance. He kindly constituted himself our cicerone, and conducted us to see whatever was most interesting to strangers in this great manufacturing city.

The next morning, (Wednesday, June 18,) at 4 o'clock, we took the cars for Ghent, which we reached about 9, a distance of 130 miles. I may here observe that on the European railways, the English excepted, we did not, in general, find the speed equal to what is attained on some of our own railroads; but the roads are for the most part more enduringly built, and more neatly finished. Instead of presenting, as with us, bare lines of timber and iron, laid on naked heaps of gravel or stone, their embankments were turfed, and often gay with flowers.

#### GHENT—SCHOOL FOR GIRLS.

There are two Institutions for the deaf and dumb in Ghent, one for girls, the other for boys. In the first the French language is taught, in the second the Flemish. They are each under the care of members of religious orders known as sisters of charity and brothers of charity. We first visited that for

girls, which is connected with a nunnery and in its rear. Sending in our cards, we were very cordially welcomed by one of the "sisters," who conducted us through a long corridor, where reigned the silence of the tomb. One of us venturing a remark in the ordinary tone of conversation, our conductor mildly informed us in a whisper that it was a sacred place, and that no sound was there allowed. Ascending a flight of stairs, we presently entered the school room, and were introduced to the lady superior of the school, who received us in the most courteous manner. We found her a person apparently of much intelligence, and of a remarkably pleasing expression of countenance. She was assisted in the duties of instruction by three other "sisters," and by one deaf-mute young lady. The pupils, who numbered forty-two were all assembled, seated at desks facing the side walls, which were lined nearly their whole length with black boards. They were neatly attired, and, though their appearance was somewhat marred by having their hair cut short, were rather prepossessing.

The instructors were engaged when we entered in explanations of lessons written on the black-boards. These were mostly exercises on the verb. We therefore had no opportunity of forming an estimate as to the attainments of the pupils. We were pleased, however, with what we saw. The lady superior showed us a manuscript book of elementary lessons which she had prepared. So far as it went, it appeared from a cursory examination to be in general judiciously arranged. The order of some of the lessons might have been improved; and the difficulties, especially at the commencement, more happily graduated. It begins with what we regard as an error in the instruction of the deaf and dumb; a connected series of simple sentences for the first lessons. This, however, the good sister seemed to regard as one of the chief excellencies of her system.

In this staid and ascetic community, our visit must have been quite an event, especially when Mr. Gamage treated them to some of his pantomimic representations, giving with his usual graphic power a scene of Scripture history, and afterward relating a comic story. The delight and admiration of teachers and

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The trades taught here are tailoring, shoemaking, joinering, shaving and hair-dressing, making straw bottoms for chairs; mat-making; basket-making; book-binding; carpet-weaving; turning in wood. It may be doubted whether any similar Institution in the world presents a more extensive choice of occupations to its pupils. The older half of the pupils are in the shops from two to five o'clock every week day afternoon, and on Saturdays, from one to five o'clock. The younger half are in the shops on Saturday afternoon only; but as a compensation to this unusual laboriousness on Saturdays, the whole school are indulged, as at Paris, with a promenade on Sunday afternoon.

On the wall of the school-room was displayed a placard, showing the distribution of time for each day of the week. The occupation for each moment of the day is prescribed in advance. There is a different order for each day of the week, and for each class; and the subjects of study are changed every hour or half hour, sometimes at even shorter intervals. The professors regarded this last feature as a great advantage, on the ground that it rendered it impossible for the pupils to weary of any one exercise. In our view the wonder was how a distinct and permanent impression could be produced during the short time allotted to

munes, the provinces, and the royal government. The disinterestedness of the teachers, and probably the funds of the great charitable institution of which this school forms part, permit its direction to reduce the annual charge to the small sum of 300 francs, for each pupil. As the Flemish language only is taught in this school, only those whose friends prefer that they should learn this language are admitted, while those of this province, (East Flanders,) who wish to learn French, are sent to the Royal Institution of Brussels.

The school room into which we were first conducted is an apartment perhaps forty by twenty feet, capable of seating all the pupils. It was fitted up with desks arranged at right angles to the longest line, at which the pupils sit and use small slates. At one end was a cabinet with glass doors, the shelves of which are filled with miniature models (made by the pupils,) of agricultural, mechanical and household implements, to be used, as we use pictures, in teaching the meaning of words. There was also a collection of grains and seeds in small glass jars or bottles, properly labelled.

On the side of the room opposite the windows, and extending nearly its whole length, were arranged blackboards to the height of six or seven feet, over which are headings to designate the places of the different classes. On the wall above the blackboards, and on the opposite wall between the windows, were posted pictures of objects and of scenes, in profusion; the subjects taken from sacred and profane history and from the familiar avocations of life. On the whole, we never saw a school-room for deaf mutes in which there was so large and complete a collection of the visible aids and appliances of instruction.

We also noticed a contrivance for regulating the leave for going out of the pupils. It consisted of a ball or disk painted white on one side, and black on the other. When the white face was directed towards the pupils, it denoted that all were present. Every one who had occasion to go out was required to turn the black face to view. On returning he was required to bring again the white face to view. While the black face was visible no one could leave the room.

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1st Course.		2d Course.	
5.	A. M. Rise.		Rise.
5.15	Morning prayer.		Morning prayer.
5.30	Dialogue.		Study.
6.	Mass.		Mass.
6.30	Breakfast.		Breakfast.
7.	Recreation.		Recreation.
8.	Study.		Study.
8.15.	Recitat'n of geography and exercises with the map.		Geography and map.
9.	Questions and answers.		Questions and answers.
10.	Recreation.		Recreation.
10.30	Penmanship.		Penmanship.
11.	History of the church.		History of the church.
12.	Dinner.		Dinner.
12.45	Recreation.		Recreation.
1.	P. M. Class in Drawing.		Class in drawing.
2.	Shops.		Shops.
5.	Study.		Study.



5.30		Writing a prayer taught to them.
6.45	Supper.	Supper.
7.	Recreation.	Recreation.
8.	Evening prayer.	Evening prayer.
8.15	To bed.	To bed.

## 3d Course.

## 4th Course.

5.	A. M. Rise.	Rise.
5.15	Morning prayer.	Morning prayer.
5.30	Study.	Study.
6.	Mass.	Mass.
6.30	Breakfast.	Breakfast.
7.	Recreation.	Recreation.
8.	Study.	Study.
8.15	Geography and map.	Repetition of the <i>theme</i> of Saturday
9.	Questions and answers.	Themes and original sentences.
9.30	Adjectives.	Adjectives.
10.	Recreation.	Recreation.
10.30	Penmanship.	Penmanship.
11.	History of church.	Verbal explanations.
12.	Dinner.	Dinner.
12 45	Recreation.	Recreation.
1.	P. M. Class in drawing.	Class in drawing.
2.	Articulation.	Articulation.
3.	Exercises of memory.	Exercises of memory.
4.	Recreation.	Recreation.
5.	Study.	Spelling.
5.30	Writing a prayer taught to them.	Writing a prayer taught to them.
6.45	Supper.	Supper.
7.	Recreation.	Recreation.
8.	Evening prayer.	Evening prayer.
8.15	To bed.	To bed.

The other days are so arranged that each subject embraced in the programme of studies receives attention in the course of the

week. For instance, on three days of the week, (including Sunday,) a "class in painting or coloring" takes the place of the class in drawing; and the two hours which are given to geography and to questions and answers on Wednesday, are given with the three higher classes, to the catechism, writing letters, &c., on Monday; compositions and history of Belgium, on Tuesday; catechism on Thursday; history of Belgium, etc. on Friday; ecclesiastical history or geography on Saturday. Arithmetic is taught from 10 to 12 on Thursday. Mass is held every morning, and on Sunday twice, besides vespers at half past two on the latter day.

As we entered, the pupils all rose to welcome us. One of the most advanced went to the black-board and wrote, in Flemish, "Gentlemen, I have the honor to wish you good day. We take great satisfaction in seeing you." The principal professor then wrote the question: "Where do these gentlemen live?" To which the boy replied, "In America." "In what city?" "In the city of New-York." "In what city do you live?" "In Ghent." "What is Ghent?" "It is the capital city of the province." "Who is now king of our country?" "Leopold." "Where was Leopold born?" "In Coburg." "In what country is Coburg?" "In Germany." "Into how many States is Germany divided?" "Into 38 States." "How many duchies are there in Germany?" "Nine." "Where is the place of the Court or Congress of Germany?" "At Frankfort." "How many free cities are there in Germany?" "Four." "What season is it now?" "Summer." Here I suggested the question, "Which season do you prefer, and why?" The boy replied, "The spring, because it is temperate." The teacher then asked: "What are the principal rivers of Germany?" "The Elbe, the Rhine," &c. "What are the principal manufactures of Ghent?" "Cotton and linen." At our request the question was put: "What is the Ocean between Europe and America?" To this the boy was unable to reply. His knowledge of geography evidently did not extend beyond the precincts of Europe, and if we may judge from the questions asked by the teacher, hardly beyond Belgium and Germany.

The boy then wrote sentences on abstract nouns we proposed to him. The following, on the word *strength*, may serve as an example: "Samson had great strength." "The word *house* was also proposed, and the pupil wrote: "Men take stones and mortar and build a house."

With the teacher's permission, I then requested Mr. Gamage to give by signs, a little story for the pupils to write. Though it was done in so clear and natural a manner that none of them could mistake its meaning, none were willing to undertake the task of rendering it into written language. At last after much persuasion, and some exercise of authority, one of them was induced to make the attempt. He wrote it in such a manner as to show that he had caught the idea, but did not express himself in very correct language.

The teacher, thinking to show the difficulty of the exercise, then told his pupil to give a story by signs to Gamage, and request him to write it in English on the black-board. Though the signs of the Flemish pupil were hardly better than catchwords, Gamage seized the idea, and first giving it a new version in his own full and graceful pantomime, wrote it out in clear and correct language. The teacher was greatly surprised, and praised the performance as much beyond his expectation.

With his permission, Gamage then gave, in the most striking manner, the scene of Christ stilling the tempest. As an offset, the pupil before-mentioned narrated by signs, the passage of the Israelites through the Red Sea, and the giving of the law on Mount Sinai. The contrast between the signs of the two was very striking. The former brought up the whole scene vividly before the eye; the meaning of the latter could be guessed at by one already acquainted with the story. By this comparison, and similar trials elsewhere, we were more than ever convinced that the superior results attained in our schools are due in no small degree to the superiority of our dialect of signs, lending life, grace, clearness and impressiveness to our lessons.

Articulation had been taught here with some success to about ten of the pupils. An hour every afternoon is devoted to this

branch ; and it would appear by the programme that more or less trial is made with all the younger pupils. If, however, experiments are made on all at first, the attempt is abandoned with the greater number, and continued only with those who learned to speak before becoming deaf, and the very few whose rare physical adaptation gives hope of fair success. One of the best cases was exhibited to us. This boy had been under instruction about eight years. His voice was distinct, but harsh and disagreeable. He could read on the lips with some facility.

After these exercises in the school room we were conducted over the building. A portion of it was undergoing alterations for the better accommodation of the mechanical department, in making which, all the work, excepting the masonry, was performed by the pupils in the hours appropriated to labor. In the dormitories, of which there were two, each pupil had a single bed. During the night, as during the day, they were under the protection and surveillance of their devoted instructors, who slept in the same room.

Adjoining one of the dormitories, a room was shown to us which may be called the *property room*. It contained a collection of theatrical costumes, fancy dresses, mock armor, etc., suitable for dramatic entertainments, which the teachers get up at certain seasons of the year, for the recreation of their pupils. All these articles had been made by the pupils themselves, and evinced a very creditable degree of skill and ingenuity. We were also shown, in a cabinet, a collection of drawings and paintings executed by the pupils. Some of these were excellent specimens of art. We were particularly pleased with a book of paintings in water color by one of the boys, containing, among other things, representations of the flags of different nations beautifully done. On the wall of this cabinet hung a large engraving representing the visit of Pope Pius VII. to the Institution for the deaf and dumb in Paris, 13 Feb., 1805.

The last room we visited was that of design, in which we now found the whole school assembled, taking lessons in drawing with crayons. Each pupil stood at a high desk with a copy before

him. All seemed interested in their tasks, and to have made very encouraging progress. We saw some specimens of superior excellence.

We took our leave, highly gratified with our visit. Never have we seen, on the part of instructors, more self denying devotion to the interests of the deaf and dumb. And though the system pursued did not strike our minds as in many respects the most judicious, or the intellectual attainments of the pupils as fully commensurate with the zeal and industry of their teachers, or the number of years they had been under instruction; we could not but feel that, were more of the spirit which animated these excellent men shared by instructors of superior intellectual qualifications, and possessed of more perfect systems of instruction, far greater results than have been hitherto attained might reward their efforts.

From Ghent, we proceeded the same evening by railroad to Bruges, still a considerable city, though greatly fallen from the proud position it held four centuries ago, when it was the most commercial city of Europe.

#### INSTITUTION OF BRUGES.

The next morning we visited the Institution for the deaf and dumb and the blind, as much for the sake of seeing its learned and talented director, the Abbé C. Carton, as the Institution itself. He received us with much courtesy, and justified by his conversation, the reputation which his published writings have given him, as one of the most accomplished teachers of deaf mutes in Europe.

The Institution of Bruges was founded by him in 1835, the Abbé having previously made some essays in the instruction of deaf mutes, and spent some time at Paris to study the method followed in that celebrated Institution.

The present number of pupils in the blind department is ten and in the deaf-mute department 87, of whom 44 are boys, and 43 girls. The indigent are supported, as in other parts of Belgium, by the Province, (West Flanders,) and the communes. We find it stated in our notes that the annual charge paid for eac

pupil is only 275 francs ; but it is probable that in addition, the Institution receives from the Province or the Belgian government appropriations for general purposes. It is to be observed, however, that schools connected with a religious establishment, already possessing buildings, considerable funds, and members who are willing to teach gratuitously, as is the case here, can afford to receive pupils for the mere cost of their diet.

The same remark occurs here that has been already made in view of the great disproportion between the numbers of deaf-mute and of blind pupils under instruction in France, that the religious feelings of the community are less powerfully enlisted in behalf of the latter, who require no special education to put them in possession of the ordinary degree of religious instruction in these countries.

The age of admission is between 8 and 18 years ; with exceptions to the rule in certain cases. The period of instruction is not fixed. The domestic department is under the management of a community of religious ladies, who having devoted their lives to charity, render their services without pecuniary compensation. They also perform the labor of instructing the pupils of their own sex.

We were first conducted into the school-room of the deaf-mute girls, from which a door opens into that of the blind girls. It was a fete day, and the pupils were engaged in embroidery and other kinds of needle work, in which they appeared very proficient. The benevolent "sisters" who had taken upon themselves the task of instruction, were present. The girls seemed much gratified in seeing visitors who could converse with them in their own language of signs, and we were pleased with their intelligence and vivacity. Among them was Anna Temmermans, at once deaf, dumb and blind. The particulars of her case are known to American readers through an article in the *American Annals of the Deaf and Dumb*. We saw her form, by means of types, one or two simple sentences. The success attained in her education, though not great in itself, or as compared with the attainments of Laura Bridgman, or even James Edward Meystre, is quite remarkable, when it is considered that she was born

blind and deaf, and left to vegetate in almost total inaction, mental as well as physical, till she had attained the age of twenty. The Abbé spoke of a little boy, visited with the same three fold infirmity, of whose future progress he had formed the most sanguine expectations, and the loss of whom by death, a short time before our visit, he had felt as a most severe affliction.

It is stated by the Abbé, in the pamphlet in which he details the case of Anna,\* that there were, by the census of 1840, no fewer than nine blind deaf mutes in the province of West Flanders alone, a province embracing a population of less than 700,000. So large a number of these thrice unfortunate beings, it is to be hoped, can not be found in an equal population elsewhere. But since the success which has attended the instruction of Laura Bridgman, Anna Temmermans and James Edward Meystre, even this appalling degree of privation has ceased to be the hopeless and terrible affliction it was once deemed. The progress of science and benevolence, which has compensated the loss of sight to the blind, and of hearing to the deaf, has, as the last and greatest triumph, restored to knowledge, happiness and hope, those who are at once blind and deaf.

We then went into the school-room of the blind. We were much interested in their exercises, which consisted in part in reading books printed in raised characters, both in French and Flemish. Some of these books are printed in ordinary capital letters, and others in an alphabet of points, which is more easily rendered familiar to them. Mr. Carton has substituted for the characters of the Parisian alphabet in points, one of his own, which, though requiring rather more points for some of the letters, has the advantage of presenting a resemblance to the forms of the ordinary alphabet, while the former alphabet is wholly arbitrary, the only object in framing it being to express each letter with the fewest points that will distinguish it from others. The blind, by means of their alphabet in points, could write and read what was written in this way, with a facility as remarkable as pleasing.

\* For an abridgment of this account, see *American Annals of the Deaf and Dumb*, Vol. II., p. 12.

With one of the blind girls we had an agreeable conversation in the English language, which is taught to all who desire to acquire it.

From the female department the Abbé took us to his study, where he has a very complete library of books on the instruction of the deaf and dumb and of the blind. It included many of the works issued by the New-York Institution. He acknowledged the present of a complete set of my "Course of Instruction," by presenting me with a number of works written by himself, and some valuable works of other authors, relating to the deaf and dumb, of which he had duplicates.

He showed us an old (latin) book on the instruction of the deaf and dumb, which, by comparing it with the work of a later author of celebrity, it appeared the latter had merely republished thinking, no doubt, he was in possession of the only existing copy. Other works we saw from which extracts had in like manner been taken, *verbatim et literatim*.

After spending considerable time in examining the Abbé's books, many of which were very rare, and in conversation on topics of mutual interest, we passed to the school-room for the boys, which we found fitted up with desks and black-boards in a manner similar to most of those already described in this narrative. Here we witnessed the exercises of a number of the pupils who were called up individually to the black-board. Some wrote in French and some in Flemish. One of these languages is taught to the pupils at the option of the parents. The Flemish, however, being the prevailing language of the province, is taught to the majority of the pupils. The exercises consisted of questions and answers, original sentences on given words, and the translation into words of a story which Mr. Gamage gave them by signs. In the latter exercise, a little boy who had been under instruction about four years, succeeded very well. The lessons studied were mostly in manuscript, prepared by the Abbé himself, on the principle of a graduation of the difficulties of language. In the labor of instruction he is relieved by two instructors, ecclesiastics, who appeared to be men of intelligence.



In mechanical trades the pupils are daily practiced, except on the Sabbath and *fête* days, from the second year of their course. Regard is had in the selection of a trade to the physical adaptation of the pupil, and to the position he will hold in society.

#### SOCIETY OF FRIENDS OF THE DEAF AND DUMB, AT ANTWERP.

A deputation of some of the most intelligent pupils, who had been to Antwerp to hold an exhibition before a society established for the benefit of the deaf and dumb, returned to the Institution while we were there. The society referred to is a remarkable one, and deserves particular notice. It is composed of many of the most respectable citizens of Antwerp, and numbers between one and two hundred members. Its object is three fold: 1. To acquire for its members, and disseminate as far as possible through the community, a knowledge of the manual alphabet, and language of signs. 2. To defray the expense of the education of one or more deaf mutes, according to the means of the society, in some Belgian Institution. 3. To find situations in which deaf mutes who have been educated may support themselves; to secure for the products of their labor as much patronage as possible; to guard their morals, and contribute in various ways to their happiness.

The members are divided into four classes, "founders," active members, associate members, and honorary members. The "founders," who comprise thirty-three gentlemen, have the sole direction of affairs.

The active members assemble with the "founders," on Monday of each week, at 8 o'clock in the evening, to perfect themselves in the language of signs. By the by-laws, a fine is imposed on any member of these two classes who is absent or late at any of these meetings. With the exception of the reading of the minutes of the previous meeting, not a word is permitted to be spoken under penalty of a fine. All the discussions are conducted in the language of signs, or by means of the manual alphabet. A fine is also imposed on each member who has not

become familiar with the manual alphabet within fifteen days after his admission.

The benevolent spirit manifested by these gentlemen is much to be commended ; and the Abbe informed us, is highly appreciated by the deaf and dumb themselves.

Taking leave of the Abbé Carton, his assistants and pupils with a grateful sense of the kindness and hospitality we had experienced, and not without hopes of seeing the excellent Abbé at some future time in America, when we may reciprocate his attentions ; we took the cars the same evening for Paris, where, after traveling all night, we arrived in the morning, (Friday, June 20.)

#### PARIS INSTITUTION OF DUBOIS.

In Paris we remained two weeks. Illness and other circumstances obliged me to relinquish the design of visiting the Institution of Bordeaux, and perhaps some others in France. I was able, however, to accompany our kind friend, Mr. Vaïsse, on a visit to the palace of Versailles, reported the most costly monument of royal taste, magnificence, and waste of money, wrung from toiling millions, that the world can show ; and a few days later, accompanied by the same gentleman, we made, by previous appointment, a visit to a private Institution for deaf mutes, of a peculiar kind, situated in the suburbs of Paris.

This Institution is under the care of the Messrs. Dubois, father and son, the latter a deaf mute. They make articulation the great object of instruction, everything else being made subservient to this. And here, if anywhere, we should look for proofs of the practicability and utility of this branch of instruction.

Mr. B. Dubois, junier, the founder of the school, lost his hearing at the age of four or five. Of course he had acquired an ability to speak, which was carefully cultivated by his father and others, this cultivation involving, also, a large extension of his knowledge of language. He himself informs us that when he subsequently became a pupil of the Royal (now Nation-

al) Institution, he "learned there nothing except to make signs, of which he was previously ignorant."\*

Reasoning from his own case, and from observations of similar cases, young Dubois took up the opinion that the greater number of the deaf and dumb were able to speak in infancy, that they were able to speak more or less when they came to school, that the exclusive use of signs there caused them to disuse and forget their articulations; and that if the same care and pains were taken to preserve and improve their articulation as were taken in his own case, they would all become able to speak as well. As his premises are correct only to a very limited extent, his conclusions can only be admitted to a like limited extent.

In the pamphlet we have just cited, he strongly decries the language of signs; and declares that "the deaf mute who gesticulates has no more invented his signs than he who hears has invented speech," and the only reason why the latter speaks and the former makes signs, is, that "the one has been taught to speak and the other to gesticulate."† We need not observe that this assertion is contradicted by daily facts. In a multitude of cases families previously ignorant of signs have been taught that language by a deaf-mute child born among them.

Mr. Dubois sums up his peculiar views thus: "To prevent dumbness with the deaf from birth and the deaf by accident, to develop by rational means, by exercise, the organs of speech, this is the whole problem, this is the fundamental basis of all good education for these unfortunates."‡ "To make yourself understood by the deaf child, to transmit to him your ideas, reject all special modes of communication; employ with him the same means that you employ with the child who hears, a simple and rapid means—*speech*. Speak to the deaf child, speak to him often, speak to him continually, speak to him from his tenderest infancy, and he will finish by answering you."§ It is unnecessary to say that we entirely dissent from these views as applied to deaf mutes from birth, or from so early an age that their ideas of

\* Cause du Mutisme chez les sourds communément désignées sous le nom de sourds-muets, par B. Dubois, fils aîné, Professeur. Paris, 1844. 8vo. pp. 21. The passage cited is on page 16, bottom.

† Idem, p. 12.

‡ Idem, p. 9.

§ Idem, p. 21.

words cannot be ideas of sounds. That the mere motions of the lips can never become to the deaf child what the articulate tones of the voice, each tone thrilling a sympathetic nerve, are to the child who hears, seems to us a self-evident proposition. But in the case of the child who has learned to speak somewhat fluently before becoming deaf, patient perseverance in speaking to him, and in encouraging him to speak, will doubtless accomplish much. The great error of Mr. Dubois' system, therefore, is in our view, that he proposes for all the deaf and dumb the means of instruction really advantageous only for a small portion of them.

This opinion, which any teacher of sound judgment would form *a priori*, was only confirmed by the result of a somewhat careful examination of the school of Mr. Dubois.

To enable him to bring his theories to the test of a fair experiment, an appropriation was some years since granted him by the government, for the support of several deaf mutes. Among the thousands of deaf mutes in France, it would be easy to select a considerable number capable of being taught to speak, or of having the ability to speak, they already possessed, much improved. It is reasonable to suppose that, in an experiment on which so much depended, some care would be exercised in selecting favorable subjects. With these preliminary remarks, we pass to the school itself.

The domestic department is under the care of Mr. Dubois, senior; the younger Dubois teaches the boys, and his sisters conduct the instruction of the girls. The two departments occupy separate buildings, about a quarter of a mile apart; each of which is surrounded by very pleasant grounds, that occupied by the girls especially, which was once the residence of a French nobleman. At the school for boys, we were received very courteously by the Messrs. Dubois, who gave us every facility for testing the merits of their system of instruction.

For one who became deaf at so early an age, the articulation of the younger Mr. Dubois is remarkably distinct; much superior to the attainments of any of his pupils, though several of the latter also learned to speak before becoming deaf. Even his

articulation, however, was neither natural or pleasant. It resembled a loud whisper; which is perhaps the least disagreeable pitch which the voice of a person who became deaf in childhood can be trained to assume. However distinct and pleasant the utterance of a child may have been,—if he becomes deaf before the age of puberty, the change in the tone and volume of the organs at that age, (his ear no longer teaching him to modify his tones according to circumstances,) is sure to leave his voice strange and unnatural. In reading on the lips Mr. Dubois finds little difficulty when conversing with those with whom he is familiar. Professor Vaisse and my son, however, found it necessary frequently to resort to the manual alphabet in conversation with him. The use of this alphabet he interdicts among his pupils, as well as the use of signs, hoping thereby to compel them to practice oral speaking among themselves. In the case of those deaf children who have previously acquired a considerable knowledge of language and a fair development of ideas, this restriction may be judicious. For *them*, reading on the lips is comparatively easy; and they are able, through this means of communication, to derive considerable social enjoyment, and to keep their mental faculties in pleasant exercise. But in the case of much the greater number of the deaf and dumb, this prohibition of using signs can only be likened to prohibiting a child to walk till he is first able to dance. In depriving them of their natural language of gestures, they are deprived of far the best and readiest means which their case admits for prompting mental activity, and favoring intellectual and moral development. There are only two modes of communication which children will learn readily and spontaneously,—for those who hear, a language of intonations and articulations,—for the deaf, a language of expression and gestures. A language of words, unconnected with ideas of sounds, whether its alphabet be written, printed, digital, or oral, can only be learned by long, slow, patient and persevering effort on the part of both teachers and learners. And if, in attempting to make words as familiar and necessary to him as they are to us, we deprive him of his best means of mental development, and ourselves of our best means of imparting facts and interpreting words, reason and experience both show that the

pupils progress instead of being promoted, will be greatly retarded. With a few rarely gifted minds, instruction will be successful even under unfavorable circumstances; but with the greater number of the deaf and dumb, as all experience shows, the attainments of the pupils, their mental and moral development, their vivacity and social enjoyments, are always the greatest when they are not only left to, but encouraged in, the free use of the language of gestures. Deaf mutes who converse among themselves by signs, may often be able only to learn written language imperfectly, but in their own language of signs they will show themselves quick, intelligent and well informed. Deaf mutes strictly confined to speaking, or words, will in most cases, be at least as imperfect in the language of words, and their imperfect knowledge of language will be the measure of their equally scanty and imperfect range of ideas.

If the attempt to deprive a community of deaf-mute children of their readiest and most natural mode of communication is cruel and injudicious, we here had evidence that it is also fortunately futile. We noticed by close observation that even here, whenever the eye of the teacher was not on the pupils, the latter took every safe opportunity to exchange thoughts by gestures.

The voices of the pupils were, in general, shrill and discordant. In the majority of instances it was difficult, and often impossible to comprehend what they said without some previous knowledge of what they intended. In reading on the lips, however, they showed more ability, being in this point superior to their teacher, though inferior to him in pronunciation. Professor Vaisse, who has had much experience in teaching articulation and a remarkably well developed mouth, dictated (in French) in a very deliberate manner the following sentences, which, after repeated trials, three or four of the pupils comprehended and wrote on the black-board:

“Eight days since I went with these gentlemen to Versailles. We arrived at Versailles at eleven o’clock. We first saw the statue of the Abbé de l’Epée. After visiting the palace and viewing the jets d’eau, we returned in the cars to Paris.”

From the result of this and other similar experiments, we concluded that the best pupils of articulating schools can communicate with strangers, in some cases perhaps, more conveniently, but in most, less readily and certainly than our own pupils do by writing, and with their intimate associates, certainly with less ease and certainty than our pupils do by signs and the manual alphabet. Of course, with regard to the inferior and larger portion of the pupils, the comparison would be still more in favor of our pupils.

The girls, whose school we next visited, were rather inferior to the boys in reading on the lips, for, after several attempts to gather from Mr. Vaisse's lips the same sentences he had dictated to the boys, their teachers took it from him, and as spoken by the latter they succeeded in comprehending it better. Their voices, however, were more agreeable than those of the male pupils, not being pitched on so high a key, which may be ascribed in part to the natural difference between the sexes, and in part to the fact that the Misses Dubois, being unlike their brother, possessed of all their senses, were much better qualified to correct whatever was unpleasant in the utterance of their pupils. Here, as among the boys, we found some who, having learned to speak through the ear, performed very well. As no case was distinctly brought to our notice in which a fair degree of success had been attained with a pupil deaf from birth, it is reasonable to infer that they had no such cases to show.

To exemplify the ability of the pupils to use language, we were requested to give a word which the pupils should combine in original sentences. I proposed the verb *to write*. Of the sentences written by the six who were called to the black-board, the two following were perhaps the best:

"The young girls *have written* on the blackboard before these gentlemen."

"When these gentlemen came in my class, my little companion performed before them."

My son asked little Alice if she would be willing to write on the blackboard. She replied, no. He asked, why? She said, "because she was afraid of these gentlemen." The pupil who wrote the latter sentence had learned to speak before becoming deaf, and had been about six years in school.

The word *happy* was proposed to them, and the following among other sentences written :

"I am very happy that my friend Augustine will come to see us. We will talk to her together, and we shall then enjoy the fine day."

"When the inspectors shall have come to examine us we shall be very happy, for we shall be able to go to Versailles by the railroad; and we shall be yet more happy because we shall visit the castle and the gardens which we have never seen."

The ability exhibited in the use of language by the better portion of the pupils was gratifying; but not more than we should expect with pupils who either learned to speak before the loss of hearing, or could still hear to some degree. Still we were very favorably impressed with the intelligence, vivacity and enthusiasm of the Misses Dubois; and were persuaded that whatever under their system could be done, they would accomplish.

Though we saw nothing here, or in the other European schools we visited, to shake our conviction as to the inutility and waste of time and labor, of teaching articulation to the great majority of the deaf and dumb; we were impressed with the importance of cultivating the faculty of speech in cases where it has been acquired through the ear. While the teacher should regard it his duty not to neglect such cases, it should however be observed that the best results will probably be attained in the family at home, by constant and unwearied attention to the utterance of the child. Those deaf children who have acquired or retained an ability to speak which they find under any circumstances a more easy and agreeable mode of communication than signs, are not likely to forget it while at school; and will soon recover and improve it when they return home. It is only those who, being able only to speak a very few words, and those imperfectly, find



signs or the manual alphabet a better mode of communication, that are observed to lose by disuse, chiefly or wholly, this very limited and imperfect ability to articulate.

### SIGNS AND ARTICULATION COMPARED.

In the instruction of the deaf and dumb, we must keep in view two distinct objects. We have to choose the best means of mental and moral development, and the best means of communicating with men in general. That for the former, certainly the most important object of the two, the language of gestures is far the best means the case admits, is now an established axiom with all teachers who have had experience of the power of this language, and of the results attained by its use. For the second object the value of articulation and reading on the lips must be admitted ; but the practicability of attaining them to a valuable degree, is, in the majority of cases, more than doubtful.

### LONDON—CONVENTION OF TEACHERS.

We left Paris on Monday, July 7, and arrived, by railroad, at Dieppe, the same evening. Early the next morning, we took the steamer, and after a rough passage across the channel, arrived at New-Haven (near Brighton,) in the afternoon, and reached London by railway the same evening. After so many weeks spent among people of foreign tongues, it was a relief even to see Saxon names on the signs, and the tones of our own language fell pleasantly on our ears. Nor did the land of our fathers, and its great metropolis, suffer by comparison with the countries and cities we had seen on the continent.

The concourse to the World's Fair was then at its height, and in consequence, London was so thronged with transient sojourners, that we found no little difficulty in securing a night's lodging. After applying at many hotels, we at last succeeded in obtaining a single room for the night, for our party of five.

The next morning we had the pleasure and good fortune to meet Mr. Anderson, of the Institution for deaf mutes of Glasgow, of whose coming to London at this time we had been apprised by letter before we left Paris. Mr. Anderson conducted us to a

house in Red Lion square, where the members of the convention of English teachers of the deaf and dumb generally had put up, and here also we secured comfortable accommodations. To the gentleman just named we were very greatly indebted for many courteous attentions, both here and afterward when we visited him at Glasgow.

At noon, (July 9,) we accompanied these gentlemen to the Institution for the Adult Deaf and Dumb of London, situated in the same square ; where the convention was to be held.

Here were assembled, besides ourselves, the following gentlemen: Capt. T. L. Lewis, Honorary Secretary, and Dr. Wm. R. Scott, Master of the West of England Institution, Exeter ; Mr. James Cook, of the Edinburgh Institution ; Rev. John Martin, of the Ulster Institution, Belfast, Ireland ; Mr. Wm. Neill, of the Northern Counties Institution, Newcastle upon Tyne ; Mr. William Sleight, of the Brighton and Sussex Institution ; Mr. Charles Rhind, of the Swansea Institution ; and Mr. Melville, Secretary of the Adult Deaf and Dumb, London. Besides the gentlemen above named, we had the pleasure of meeting Mr. Andrew Paterson of the Institution at Manchester, and Mr. Arthur Hopper of the Institution at Edgebaston, near Birmingham.

Capt. Lewis was appointed chairman, and Mr. Cook secretary. The meeting had been called by circulars issued by Mr. Cook, in connection with an invitation from the managers of the Institution for Adult Deaf and Dumb, tendering the use of a room in their establishment for the meetings of the convention. After some discussion as to the manner in which the convention had been called, it was decided that the present meeting be styled the First Convention of the Instructors of the Deaf and Dumb in Great Britain and Ireland.

Being called upon I gave a history of the preliminary measures which led to the assembling of the First Convention of American Instructors of the Deaf and Dumb, and a sketch of the character and results of its deliberations. I also gave an outline of the leading principles of our system of instruction ; and answered at some length, enquiries on the part of the teachers present, con-

cerning the language of signs, and kindred topics. As the representative of the largest American Institution, I was favored with the most courteous attention; and the gentlemen present seemed generally to acquiesce in the correctness of the views of which my position had made me the temporary exponent. Indeed, I believe the most enlightened British teachers now hold on most points connected with deaf-mute education views not very dissimilar to those which prevail in the American institutions.

An invitation, through Capt. Lewis, to discuss the propriety of sustaining or abandoning the Institution for the Adult Deaf and Dumb in London, and to take some action which should serve to its committee of management as a means of forming an intelligent conclusion in the matter, was declined on the ground of the delicate position in which it would place the convention. The members, however, accepted an invitation to meet with the committee as individuals, and express their views when called upon. As most of the gentlemen had come unprepared for any extended discussion, an early adjournment was had, after the passage of a resolution to the effect that, a convention of all the instructors of the deaf and dumb in Great Britain and Ireland be held in July, 1852. Circulars appointing the hour and place, were to be issued by the secretary, Mr. Cook.

#### INDUSTRIAL AND MORAL EDUCATION OF THE DEAF AND DUMB.

The proceedings of the meeting held the next evening are subjoined, as they were reported by my son, who took full notes.

"On the evening of the following day, July 10, we attended by invitation a meeting of the committee of the Institution for the Adult Deaf and Dumb, where we found most of the gentlemen whom we had seen at the convention on the preceding day. At this meeting we had the pleasure of seeing Mr. Saegert, principal of the Royal Institutions for the deaf and dumb, and for idiots, at Berlin.

"The Institution for the Adult Deaf and Dumb, was founded in the year 1841, and was at first known under the title of Refuge

for the destitute Deaf and Dumb. It has for its object the teaching of trades, and providing employment and religious and intellectual instruction for deaf mutes who have been educated, or who, being uneducated, have yet reached too advanced an age to be admitted into existing Institutions for their education. The trades taught in this establishment are, at present, shoemaking and tailoring.

"Capt. Lewis reported the action of the instructors of the deaf and dumb at their convention. The opinion of the instructors present, with reference to the objects had in view by the committee, being asked, Mr. Cook, of the Institution at Edinburgh, embraced the opportunity to read a paper which he had prepared on the industrial education of the deaf and dumb.

"He first considered what occupations seemed best suited to the deaf and dumb. These, in his opinion, were shoemaking, which he regarded as most desirable on account of the steady employment it furnished, and the ease with which it was acquired; 2, tailoring; 3, printing, which, however, was adapted only to the most intelligent and best educated; 4, engraving; 5, common day laboring and gardening; 6, joinering or cabinet-making; 7, work furnished in manufacturing towns.

"He next proposed a solution to the enquiry what was the best mode of securing a trade to the deaf and dumb. The system of apprenticeship he regarded as, in their case, attended with serious difficulties. With the exception of those who were remarkably intelligent and possessed a superior knowledge of language, they could not be instructed with ease by ordinary masters. Few, therefore, could be found, willing to take them, and even in these few cases the deaf and dumb were apt to be discontented, and endeavored to effect their release as soon as possible. He thought that under these circumstances the most feasible and judicious arrangement was to place them in an institution whose chief object was to give instruction in the mechanic arts, and where one or two hours a day might be devoted to carrying forward their intellectual training. Under judicious management, the pupils of such an institution might nearly earn the expenses of their maintenance. Here, relieved from the isolated position

in which they were placed in society, their happiness would be increased, while mechanical instruction could be imparted with more clearness, precision, and consequently success. An incidental advantage arising from an institution capable of meeting this want, would be that pupils in existing institutions might remain a longer period under instruction, inasmuch as they are now obliged to leave at an early age in consequence of the fact that masters are unwilling to receive apprentices later.

"Dr. Scott differed from the views taken by Mr. Cook, in respect to the necessity of a separate institution for learning trades. He first proposed the inquiry, whether the deaf and dumb can learn a trade as well in an institution established for their relief, as when apprentices bound to a master. He considered this question answered as far as ordinary children are concerned, by the experience of industrial schools, and the opinions formed by those who have tested their operation. He referred particularly to those connected with the association of hand-loom weavers, and read a letter he had received from Dr. Mitchell on the subject. The tendency was found to be the formation of slovenly and careless habits of work, and the production of a slop work style. The fact that a master was immediately dependant upon the quality of his work for his subsistence, naturally made him more exacting than it was probably any one would be, not placed in similar circumstances. His apprentices, therefore, were more apt to acquire, and as experience had shown, did in fact acquire more steady habits of industry and a more finished style of execution, than those not similarly circumstanced.

"The question then recurred, do the deaf and dumb so differ from ordinary children, that the above remarks were not applicable to them. He thought not. The only question was with respect to the ability of the masters to communicate with them. The class of signs necessary for the purpose of teaching a trade were easily acquired if not instinctively made, while most deaf mutes had acquired language sufficient to make this also a medium of communication. Experience had moreover proved that deaf and dumb apprentices acquired a trade with the same facility as those who possessed all their senses. This was abundantly substantiated by the replies contained in a recent report of the

Doncaster Institution, to queries proposed to masters with respect to their deaf-mute apprentices. He also read a letter, fully corroborating his position, from a man who had had two deaf-mute apprentices. The question whether the deaf mutes ought not to be kept longer under instruction, he considered to be entirely separate from this, which related rather to their mechanical proficiency. As far as his experience had gone, no difficulty was to be found in the unwillingness of masters to take deaf mutes as apprentices. The only embarrassment lay in procuring an apprentice fee; this however might be obviated by an appeal to the charitable.

"The conclusion at which he arrived was, therefore, that a particular provision for teaching deaf mutes trades, was not necessary or desirable. As a beneficial exercise, however, he regarded gardening as an important object of attention for pupils undergoing a course of intellectual training.

My father was then invited to express his views on this subject.

"He remarked that it had engrossed much of his attention. Yet such was the difference between the circumstances of the deaf and dumb in England and his own country, that he might not, in the few unpremeditated remarks he was about to offer, throw much light upon the practical question before the meeting.

"In the Institution under his own care, pupils were not admitted until the age of twelve, when their minds were so mature that they could grapple most successfully with the difficulties of language. They remained usually from five to seven years. The latter period was the one assigned for the course of instruction, but the desire of parents for the assistance of their children frequently induced them to withdraw them before that period had expired. The pupils were instructed in the mechanic arts between three and four hours daily, and at the expiration of their term of instruction, they went forth into the world full grown men and women, capable of supporting themselves, and with very little additional instruction, ranked on a par with workmen who had passed through a regular apprenticeship. The duty of self-reliance was constantly urged upon them from the time of their entrance, and the truth prominently set before their minds,

that their success in life depended mainly on their present exertions. The motives thus urged upon them stimulated them to greater earnestness, and compensated in a measure, for the limited period allotted to the acquisition of a trade. They were also, during all the time allotted to the mechanic arts, under the eye of a competent master, who having prepared the work beforehand, did nothing while the pupils were with him, except giving them direct instruction.

"If even under these circumstances, they left the Institution inferior to ordinary workmen, he thought that the single consideration that they were under restraining moral influences at a period of life when they were most susceptible to external impressions, secured to them a higher benefit. Experience, moreover, had borne abundant testimony in the success of his pupils in life, to the advisability of the system he had detailed.

"Whether, however, it was applicable to the education of the deaf and dumb in Great Britain and Ireland, admitted of some doubt. It was customary in the schools of that country to receive them at an early age. The object of this he understood to be, that the pupils might leave at a sufficiently early age to be bound as apprentices. Such was the competition in labor, and the low value set upon it, that none but superior workmen could command desirable wages. Hence it was necessary that the best facilities should be enjoyed by deaf mutes. It was difficult too, he understood, for those who had not served a regular apprenticeship, to obtain situations as journeymen. These considerations would go to show that it was not desirable to pursue here a system which in America was undoubtedly the best; and he was not prepared to say, therefore, that existing arrangements would not conduce more to the comfort of the deaf and dumb in after life, than any change that could be devised. He did not think that the sphere which the institution for the adult deaf and dumb ought to propose to itself should be that of giving a mechanical education. To the objections urged against teaching trades in such an institution, he thought he might add the circumstance of its situation in the metropolis. A large city he regarded as a most undesirable place of residence for the deaf and dumb, on account of the numerous temptations it offered, and the opportunities it afforded

of screening themselves from observation. Any additional inducements to draw them thither would be productive of harm.

"There were, however, many ways in which this Institution might prove eminently useful to the deaf and dumb of the metropolis. To provide religious instruction for them on the Sabbath, and lectures during the week, to exercise a species of moral supervision over them, to relieve them from destitution, secure for them employment, and thus to make them feel that God through the exertions of this society, would at all times provide them with protection and comfort, was a work alike benevolent and useful. He hoped that in these particulars the society would never fail of exerting a beneficent influence.

"Here one of the committee inquired if there were not quite a number of deaf mutes, who, through neglect, failed to enter Institutions till they were of too great an age to be admitted according to their rules, and whether the adult Institution might not subserve a useful purpose in furnishing them with instruction. To this Capt. Lewis said, that at the Exeter Institution, of which he was the honorary secretary, applications had been made for such persons, and that in particular cases, dispensations had been granted, whereby they were permitted to enjoy the benefit of instruction.

"Mr. Saegert, of Berlin, was then requested to give his sentiments. He had a sufficient knowledge of the English language to express himself with considerable ease and in quite an intelligible manner. He stated that the Royal government had given him the oversight and direction of deaf-mute instruction throughout the province of Brandenburg. In early childhood, every deaf mute was obliged to attend common schools, and learn to form letters with a pen, and acquire the names of common objects shown him. In the Institution under his immediate care, there were 80 pupils, of whom only 25 were boarders, the others being day scholars. He had tried the experiment of teaching trades to his pupils in connection with their studies, but without success. The present arrangement was that they should enter the Institution at 7, and remain till 16 years of age, when they were



apprenticed to a trade for four years. While thus situated they continued under the *guardianship* of the Institution.

"By a regulation of the Royal government, a premium of 50 thalers was paid to every master who should receive a deaf-mute apprentice for this period. This made the mechanics anxious to obtain deaf mutes as apprentices. In the papers of indenture, the masters were obliged to agree that their deaf-mute apprentices should be sent to the Institution every Sabbath. At the hour of ten, an assembly of more than a hundred was thus gathered, and a sermon delivered to them in pantomime.

"With a view to a general supervision over the deaf and dumb in Berlin, he said that the city had been divided into four districts, and one of each of these was assigned to one of the six teachers who assisted him in the department of instruction. It was the duty of the teacher to whom a district was appointed, to inquire into the circumstances of all the deaf mutes residing therein, relieve them when necessitous, aid them in obtaining employment, watch over their morals and encourage them to virtue and industry. In Berlin, therefore, an adult Institution was not necessary, (and it was a question in his mind whether each Institution in England might not in like manner watch over all the deaf mutes in its vicinity.)

"Mr. Saegert then gave some interesting details not bearing on the subject before the meeting, with respect to instructing the deaf and dumb in articulation, considering it both as an object and instrument of instruction, and also as a gymnastic exercise. He said that success in it depended on the degree of hearing possessed by the deaf mute.

"Mr. Sleight regarded the discussion which had engaged the attention of the meeting as important, not only on account of its intrinsic interest, but on account of the influence it might have on the minds of the committee. As far as his experience went he regarded the system of apprenticeship as the best means of teaching a trade. Those masters to whom his own pupils were bound had informed him that they worked better and accomplished more than their other apprentices. This then was an

argument *a fortiori*. Though he did not regard the adult Institution necessary for the purpose of teaching trades, he did think it had a great and important work to perform. There were more than 1000 deaf mutes in the city of London. For all these religious instruction should be provided, and means employed to exercise a general and particular care over them. Without such an Institution the deaf mute would be like a foreigner without a consular office. For eight years he had been in the habit of exercising a fatherly care over all the deaf and dumb of Brighton, and of assembling them together on the Sabbath.

“ Other gentlemen stated that this was their practice also, and condemned in strong terms the policy of the large and wealthy Institution in Kent Road, which left this work to a separate society, to which, though it refused to undertake its work, it would not grant its sympathy or approbation.

“ Mr. Michael, a member of the committee then rose and stated that the committee had no feeling of preference as to the manner of accomplishing good among the deaf and dumb. They only desired to have light thrown on the path of their duty. He then considered the question—how far the discussion of the evening bore upon the adult Institution. The prevailing sentiment seemed to be that it was most advisable that deaf mutes should be apprenticed to competent masters, and that an Institution for their industrial education was undesirable. Was, then, the Institution desirable for other purposes? This, he conceived, had been conclusively demonstrated. As a nucleus for visiting the deaf and dumb, providing them with religious instruction, employing a variety of means for their social happiness, and moral improvement, relieving them from distress and elevating their condition, it might prove a means of great good.

After some remarks from the chairman, Mr. Eyre, the meeting adjourned. On many accounts it was very important. The exchange of views among so many experienced teachers was very interesting, and was calculated, we have no doubt, to be productive of much good.

## INSTITUTIONS FOR ADULT DEAF AND DUMB—LONDON.

The "Institution for providing Employment and Religious instruction for the Adult Deaf and Dumb" is, like so many other British charities, an association of subscribers, parading at the head of its lists the names of sundry dukes, earls, etc., from members of the royal family downward. Of course it is under the influences of the established church, and worship is conducted in its chapel according to the Episcopal forms. It is part of the object of this institution to visit the deaf and dumb at their homes, to exercise a salutary moral influence over them, to aid them in obtaining employment, and to relieve cases of temporary distress. Funds are also being collected to build an asylum for the permanent accommodation of such deaf mutes as may become wholly unable to provide for themselves, as the situation of such persons in ordinary alms houses, with no associates with whom they can sympathise or converse, would be far more than ordinarily wretched.

There is also in London a "Society for the Propagation of the Gospel among the adult Deaf and Dumb," whose labors are confined to religious instruction. Religious worship, in the manual alphabet and signs, is held every Sunday in a chapel in Fetter Lane. Several of the managers of this society are themselves deaf and dumb. The leading spirit of this society is the secretary and biblical interpreter, Mr. Matthew Robert Burna, a deaf mute of remarkable gifts and attainments, of whom I shall again have occasion to speak.

## INSTITUTION AT BRIGHTON.

On Monday, the 14th of July, we took the cars for Brighton, where we arrived in about two hours. Here we were very cordially received and most kindly treated by Mr. Sleight, the principal of the Institution for the Deaf and Dumb, and by his estimable lady. As it was vacation and nearly every one of the pupils was absent, we could not of course form a just estimate

of the intellectual character of the Institution. The building was of moderate size, but capable of accommodating the pupils, whose number the preceding session was forty. All its arrangements were characterized by neatness and regard for the comfort of the inmates. The school room was fitted up with desks at right angles to the longest line, and around the walls were hung a variety of engravings for convenience of reference when teaching the names of objects, actions, &c. There was only a single small black-board in the room, but the walls were painted with a blue composition which made them capable of being written on when occasion required.

A couple of little boys who had been under instruction nearly a year, and had been permitted to spend the vacation at the Institution, were called to the black-board and wrote, in our presence, the names of a number of objects. A girl who had been under instruction six years, but who, having completed the term allowed for her education, was employed as a domestic in the establishment, also favored us with some written exercises. Mr. Sleight mentioned her as one of the best pupils he had ever had. She wrote with considerable ease brief replies to questions proposed to her.

After giving us the opportunity of visiting his establishment, Mr. Sleight accompanied us about the city. We were much pleased with the grandeur of the scene on the sea shore, and with the pagoda palace and grounds recently purchased by the city from the Queen.

During our visit at Brighton, we had a very pleasing interview with Mr. Charles Baker, the intelligent and well informed principal of the Yorkshire Institution, whose publications in regard to the deaf and dumb have perhaps placed him at the head of his profession in the British Isles, and who has the credit of having trained several of the most efficient British teachers.

We returned in the cars to London after dinner, having spent the day in a very agreeable manner.

## LONDON ASYLUM.

During our stay in London, we two or three times visited the "Asylum for the support and education of indigent Deaf and Dumb children," situated in Kent Road, on the south-east side of London. Its principal, Mr. Thomas James Watson, (son of the late distinguished principal. Joseph Watson, LL. D.,) received us courteously and gave us facilities for inspecting the establishment, but it being vacation, and the pupils being mostly absent, we had no opportunity of judging, by personal observation, of the merits of the system of instruction pursued.

This Institution is the oldest in the British Isles, and the largest and most richly endowed in the world; (the only one which, in numbers of pupils, ranks above the New-York Institution.) It has a fund, constantly increasing, said much to exceed 100,000 pounds sterling, and receives annually more than 2,000 pounds from subscriptions, besides large sums in legacies and donations. The number of pupils we could not exactly ascertain. We were informed that there had been during the year, 150 boys, and 120 girls. The report for the year 1850, gives the number in school within that year at 296, exclusive, it seems, of Mr. Watson's private pay pupils. The annual number of admissions has averaged nearly *seventy*, for some years past. Children are admitted between the ages of  $8\frac{1}{2}$  and  $11\frac{1}{2}$ . Those able to pay are charged twenty pounds per annum, if placed in the public department of the school. The terms for private pay pupils, boarded in Mr. Watson's family, and strictly separated from the others, are of course much higher. These pupils being received wholly on the private account of the principal, do not appear in the reports.

No trades are taught here, or indeed in the greatest number of the English schools. The pupils are dismissed early enough to be apprenticed to trades; and in cases where the parents are unable to provide an apprentice fee, such a fee, not to exceed fifteen pounds, is furnished from the funds of the Asylum. During the year 1850, the fee was paid for thirty children, the whole amount thus paid being £296.

If we may judge by the statements made in the reports of the Institution for the adult Deaf and Dumb, the practical working of this system of apprenticing pupils has not been in all cases successful. We are told of intelligent deaf mutes apprenticed with the usual fee, to masters, who within a year or two, broke and absconded, leaving their apprentices half trained and unable to get employment; and of others who were driven from their masters by ill usage, or ill feeling, often proceeding, probably, from the inability of master and apprentice to understand each other. Still there doubtless are many cases in which the masters endeavor conscientiously to do their duty by their deaf apprentices.

The Institution of London still professes to teach all its pupils "to speak artificially," and the report adds, "they are thus enabled in many instances to be understood by those who are in constant intercourse with them." There may have been, among more than two thousand deaf mutes who have been educated in school, *many* who could speak so as "to be understood by those who are in constant intercourse with them," but the *proportion* of those who reach even this moderate degree of attainment must be small, if we may judge from the general neglect and contempt in which the teaching of articulation to deaf mutes has fallen in England out of this Institution. The following editorial remarks which appeared in "The Christian Observer," some years since, will show what is thought by intelligent men in England on the subject of teaching deaf mutes to articulate:

"It is a notorious fact, and it argues no want of care in the teachers, that the great body of deaf mutes never do, or can learn to speak, so as to make use of their faculty for the ordinary purposes of human intercourse. Even the few picked scholars who, after great labor, are taught to recite a passage for public exhibition, do not generally converse by means of oral sounds. From this observation we do not except even the best instructed of those deaf mutes, who are annually exhibited at the city of London Tavern, and who, we conclude, are the greatest proficient in articulation. The uncouth, unnatural, and often unintelligible sounds to which they give utterance, convey pain rather than gratification to others."

The Institution of London, however, still affects to consider the ability of a deaf child to learn to articulate, as a test of his capacity for instruction. And the first step, in all cases, is to make the pupil articulate letters and syllables. The following extract from the report for 1850, will give an idea of the subsequent course.

“The next stage of education is the acquirement of a vocabulary of words with their meanings. The pupils are then taught to form the words into sentences, and when able to do so with some readiness, they are capable of reading. They are now enabled to read the Bible and prayer book, and to take part in divine worship. They have daily instruction in the Holy Scriptures; they are taught the church catechism; and those children who, upon examination, are found fitted, are taken to the Bishop for confirmation. The ordinary branches of education are, reading, writing, arithmetic, and the outlines of British history, and geography: and the pupils who discover a taste for the art, are taught drawing. Their knowledge of language is daily exercised by writing their thoughts upon a subject they may choose; the errors and necessary corrections of these little compositions are explained by the teachers; and by this means the pupils acquire a practical knowledge of grammar, and the normal use and arrangement of words in sentences. In addition to this essential practice, they have dictations made to them in the language of signs, which they are required to translate into written language. The pupils take great delight in this exercise, and it is gratifying to see how anxiously they emulate each other in trying to find the proper word for each sign. This method not only stimulates their ingenuity, but greatly exercises their memory.” It appears by this extract, that, even in this school, where “all the children are taught to speak artificially,” articulation is not regarded, as it is in most of the German schools, as an *instrument* of instruction, an evident proof of the greater difficulty of this branch of instruction for deaf mutes in the English language.

The division of time is given in the report just cited, as follows :

6 A. M.	Rise, wash, dress.	1½	P. M. Dinner.
7	{ Prayers,	2½	Play.
	{ School.	3	School.
8	Breakfast.	6	Supper.
9	Drill and play.	6½	(Play in summer.)
10	{ Muster,	8	Prayers.
	{ School.	8½	Bed."

The morning session of the school is given to exercises in composition, conjugation of verbs, and lessons on the divisions of time; the forenoon session, (always beginning with a lesson in Scripture,) to various subjects of instruction; (on Saturday to the church catechism, religious lessons, and drawing, (in which last lessons are also given on Tuesday;) the afternoon session is devoted to arithmetic. Wednesday and Saturday afternoons are half holidays. On Sunday mornings the church service for the day is learned, after which the pupils attend church twice, and then have explanations by signs of the Bible and prayer book.

From the report, we make the following further extracts :

"The course of education for the females, is, with some slight modifications, the same as for the males. The female pupils are taught, in addition plain needle work, knitting, marking, and the common branches of household work, and make and mend their own clothes, as also the linen clothes of the boys."

"Every pupil, on leaving school, is presented with a Bible and prayer book, and the committee feel that they cannot too strongly urge upon the parents and friends of the children, and upon the masters and mistresses of those who are apprenticed, the necessity of providing for their regular attendance at divine service in their parish church. The pupils are trained to this important duty during their residence in this asylum; and it may be well to remark, that the educated deaf and dumb can derive instruction only from those services in which prescribed and printed forms of devotion are used."



The habit of regular attendance on the Sabbath, at some place of worship, is certainly a salutary one, but it may well be doubted whether educated deaf mutes will derive more instruction from the "prescribed and printed forms of devotion" of the church of England, than from reading the text or a portion of the Scriptures in any other church. And the general belief is that the pupils of this Institution do not become able to derive much instruction from the unassisted perusal of the prayer-book; and hence the efforts which I have spoken of, by two distinct societies, to provide religious instruction for the adult deaf and dumb in their own dialect of signs and words spelled on the fingers.

The domestic arrangements of the London Asylum hardly appeared to us to be commensurate with the accommodation of so large a number of pupils. The building consisted of a main edifice, three or four stories in height, with wings extending in the rear. About a third part of the main building was occupied as the residence of the principal and his family. There was one large room used as a school room for the pupils of both sexes. It was in the form of the letter L. At the north-west corner was an enclosed platform, from whence the master could overlook the whole school, and within which he at one time instructed his private pupils. At present, however, the latter are kept entirely secluded from the others, being boarded, lodged and instructed separately. In other respects the arrangements were similar to those of other European schools.

This large school room also serves the boys as a study room, the girls having a separate apartment for this purpose. The economy must be regarded as extreme which makes one room serve for purposes which, in the American institutions, or that of Paris, would, for the same number of pupils, require at least a dozen rooms. Of course there is no chapel. Religious instruction is given in the school room, but no such religious services held as those that form one of the most interesting features of the American institutions.

We visited the dormitories, near which are wash-rooms fitted up with every necessary convenience. The basins are so arranged that they are all filled with water at the same time. The

male and female pupils take their meals together in the dining-room, which is also in the form of an L. We were somewhat surprised at its very moderate size. Between the wings, and extending beyond them, are play-grounds of ample dimensions, that allotted to the boys, being separated from the one allotted to the girls by the garden of the principal. Adjoining the girls' wing is a hospital, in which are separate apartments for the boys and girls.

Mr. Watson is assisted in the labors of instruction by ten male and three female assistants, several, perhaps most of whom, are deaf and dumb. The salaries paid are very small, the average for the male assistants being only £78, (with board) and for the female assistants only £23. With such salaries, it can hardly be expected that the assistants should be men of superior talent and education. And I believe this institution has long ceased to possess, among the schools for the deaf and dumb in Great Britain, that influence which we should suppose due to its size, resources and early reputation.

The British government makes no provision whatever for the education of the deaf and dumb, or for kindred objects, nor is any made by the counties, cities or parishes, except that the last sometimes pay part of the support in some school of deaf-mute children who are already a parish charge. All the British institutions are supported by subscriptions, donations and legacies; the wealthier classes being proverbially liberal towards all charitable undertakings, provided the privileges of their caste, and the interests of the church of England are not endangered. The subscribers of one guinea or upwards annually, or of ten guineas at one time, are called *governors*; and decide by ballot on the admission of pupils, election of officers, and other matters; each governor having as many votes as he pays guineas, and being permitted to vote by proxy. This principle of the election of pupils is regarded as the great means of keeping up the public interest in an institution.

## TWO DISTINGUISHED DEAF MUTES.

While in London, we had the pleasure of making the acquaintance of Mr. Matthew Robert Burns, already mentioned, and of Mr. Lowe, both deaf mutes from birth, or early infancy, and among the most distinguished pupils of the late Dr. Watson, the first principal of the asylum in Kent Road. As instances of the best success attained in teaching articulation, as well as for their remarkable intelligence, they were, to us, objects of great interest.

Mr. Burns is able to articulate in an audible whisper, though he finds much difficulty in reading on the lips. We were obliged to converse with him by means of the English manual alphabet, with which we were fortunately acquainted. He is a man of a remarkably nervous temperament, evidently peculiarly qualified to make in artificial speaking, all the progress that a deaf mute could make. Though the signs used in his instruction were of an inferior order, his irrepressible enthusiasm leads him to give to the most arbitrary gestures the most natural expression; and constantly to invent new signs to express more exactly his fervid emotions. By means of a mixture of signs and speech, we were able to understand him satisfactorily, though by the latter medium alone he would not have been able to make himself understood. Mr. Burns has for several years gratuitously conducted public worship, or delivered exhortations and explained the Scriptures by signs in the chapel in Fetter Lane, already spoken of, where a large number of deaf mutes are in the habit of assembling every Sabbath evening.\*

At the invitation of Mr. Burns, we had the pleasure of taking tea at his house, where he resides with his sister. He was some

\* These meetings are occasionally addressed by evangelical clergymen, whose discourses are interpreted to the deaf mute congregation by signs, or rather, as we suppose, by that mixture of words spelled on the fingers and signs, which forms the usual dialect of deaf mutes of ordinary education in Great Britain.

years since, principal of a school for deaf mutes in Aberdeen. He now supports himself respectably as a copying clerk.\*

### DEAF MUTE BARRISTER.

Mr. Lowe has a deeply guttural tone of voice, and prefers to converse by writing. He has the reputation of being able to read several languages, and certainly uses the English language with an unexceptionable degree of correctness, very rare in a deaf mute. He is an attorney at law, and is in business sufficient to procure him a respectable support. He pleads no causes, but performs the duties of a chamber counsel, such as giving advice, and making conveyances. Though we are told in an article in the *North British Review*, that "a stranger might exchange several sentences with him before discovering that he is totally deaf;" we learned from himself personally, during a morning call which he made on us, that he communicates with the clients by writing, and that his ordinary medium of intercourse with his family, is not vocal speech, but the manual alphabet and writing. From this statement it may be judged what is the practical value of articulation even in cases deemed the most successful. We could understand him tolerably well when he pronounced single words, but when he attempted to enunciate a sentence, it was merely a monotonous roll of sounds, in which we were unable to distinguish one word from another.

\* The following extract from a printed address, composed by Mr. Burns, and read at a meeting in behalf of the "Society for propagating the Gospel among the adult deaf and dumb," will give an idea of his skill in language, and embraces one or two curious facts.

"There has been a Society, under God's tender and merciful Providence, of inestimable value established for fourteen years, called the "The Provident and Charitable Society for the infirm and aged of the deaf and dumb" who may come into distress and poverty. The managers of this society are chiefly the pupils<sup>1</sup> of the London Deaf and Dumb Asylum, of which the late Dr. Joseph Watson was the eminent and indefatigable instructor and originator. He was the nephew of the celebrated Thomas Braidwood, the first instructor of the British Deaf and Dumb Seminary.<sup>2</sup> Two of his pupils were, Lord Seaforth, Governor of Barbadoes,<sup>3</sup> and Philip Wood, Esq., Auditor of Excise Office, Edinburgh, and author of the *Peerage of Scotland*. It is suggested this deserved Society should be united in the bond of brotherhood with our Chapel, for their mutual welfare and advancement in usefulness. Every deaf and dumb person should do their first duty to give a cordial and united support to this society, as it enables the deaf and dumb to make provision for after years, and not to be altogether left on the miserable mercy of dependence."

1. The former pupils. 2. The instructor of the first British Seminary, &c. 3. We are unable to say whether this statement is correct. Possibly it was not the governor of Barbadoes, but his son who was a pupil.

## ASYLUM FOR IDIOTS.

Among the public institutions which we visited while in London, was the Asylum for Idiots, in the "Park-House," Highgate.

This Institution was founded and is supported wholly by that principle of association for charitable objects so rife in the British Isles, where it supplies the total want of governmental aid to such purposes. As, in no other country are the higher classes so wealthy, so in no other country do they contribute so liberally for all benevolent undertakings. And the cause of the idiot, though one of the last to attract public attention, the Institution being only in its fifth year, has made a progress somewhat commensurate with their fearful destitution. The Institution already shows a long list of patrons, office bearers, and donors among the wealthiest and most influential men and women of England, beginning with the Queen and other members of the royal family.

The Asylum is most favorably located, on an elevated and healthy site, with beautiful and spacious grounds. The patients, seventy-five in number, (61 males and 14 females) are not generally of the very lowest grades of idiocy, the worst cases, we understood, being sent to a branch establishment at Colchester, in Essex. They were, however, of a character to give room for very great improvement. Many of them were the children of noble and wealthy families. For this class, the annual charge is fifty guineas. Others, from families of less pecuniary ability, are admitted at a less rate, and a large number gratuitously, by the votes of the contributors.

From the resident physician and superintendent, Dr. Maxwell, a man of marked talent and gentlemanly bearing, we learned that about twenty of the pupils were *dumb*, that is, unable to speak, not from defect of hearing, but from a want of attention, and of power over the muscles. At the time of their admission, the proportion of such cases was larger, many of whom had been taught to speak more or less.

Several others who came, unable to use their legs, have become able to walk; and a still larger number who, in respect to

taking care of themselves, were as helpless as the merest infants, have learned to feed and clothe themselves, and have acquired habits of personal cleanliness and of order.

A number also have been taught to read, write, cipher and draw ; and many have learned to perform useful labor, giving the expectation that not a few will become able to earn the whole or a great part of their own support in after life. Their religious and moral sentiments have also been developed, and a large portion of them are devout attendants on public worship. In short, the results generally were encouraging, tending to show that the physical, intellectual and moral condition of even this most degraded portion of the human family is capable of great improvement. And when we consider how much has been done within a very few years, there is every reason to hope that much more may be done when the present modes of training idiots shall have been improved by longer experience.

Not second in importance to the education of actual idiots are the researches which the conductors of such institutions have the opportunity of making into the causes of idiocy. Enough has already been ascertained to show that this dreadful affliction is certainly often, and probably in most cases, sent into families as the result of violations of the laws of moral and physical well being ; and will probably greatly decrease in prevalence in proportion as men and women learn and obey those laws. For instance, six of the inmates of "Park-House" were the offspring of parents who were consins. And it has also been made probable that this scourge is more likely to fall upon the children of the habitually intemperate, than upon any others.

#### EDINBURGH INSTITUTION.

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From the preface and notes, we gather that the vocabulary and the Language Lessons are to be used alternately, and that the author's smaller works, on Scripture History, Natural His-

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tory, and English History, are also to be used alternately with the two former. This plan makes it difficult to get a clear view of the method adopted for the development of language.

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As soon as the pupil has learned about two hundred names, he is taught eight or ten adjectives of color with the verb *to be*, thus:—" *Hat is not white. Hat is black. Hat is not grey,*" and directions are given for repeating the same formula with the words, milk, rook, swan, pencil, snow, rat, coal, egg, boot. Similar exercises are given on other adjectives, from half a dozen to a dozen nouns being instanced under each pair of adjectives, which the pupil is made to connect with the adjectives by the two formulas, *is* and *is not*: e. g. "*fluid - - - solid.*"

"Bricks, milk, wood, water, stone, blood, money, ink, ink-stands." The pupils are also taught to answer questions, e. g.:

"Is soot white? Is soot black? Is grass red?" &c.

"What color is grass? What color is a rook?" &c.

"What is black? What is white?" &c.

Exercises of this kind, which the author informs us he usually begins in the third month, are continued to an extent which we should think wearisome.

The next step in teaching what our author calls "Attribute, a Noun," meaning names of classes of objects, e. g.: "A tree is not



an animal. A tree is a plant. A tree is not a mineral." And on the next page we find a long series of such questions as, "Is milk a pleasant drink? Is muddy water a pleasant drink? Is warm water a pleasant drink? Is roasted meat nice food? Is putrid meat nice food?" etc. etc. Sentences are then written with blanks for the pupils to fill, e. g., "—— is a person, —— is a drink, —— is a fish," etc.

When the pupil has gone over a long series of such exercises, in which some eighty adjectives are introduced, and each combined with many nouns in all possible varieties of the formula already given, (which we should suppose must consume most of the first year,) the verb *HAVE* is introduced, at first as a means of asserting that an object *has* or *has not* certain parts, e. g.:

"*Has—has not. Have—have not.*"

"*A head - - - ears - - - a nose.*"

"A boy, elephants, dogs, birds, a butterfly, an eel, children, a fly, an owl."

Out of this the pupils are to manufacture such phrases as these:

"A boy has a head. A boy has ears. A boy has a nose. Elephants have heads. An eel has no ears," etc.

A page farther (p. 15) the two verbs already learned appear together, and we read, "A boy is young. A boy is not green. A boy has two eyes. A boy has not four legs."

On page 16 our author reaches the intransitive verb, and a long series of questions appear such as,—“Do the scholars cry? Do the scholars write? Does the desk stand? Does the desk fall? Do the maps stand? Do the maps hang? Do the maps laugh? Do the maps run? Does a dead man breath? What burns? What does not burn?” and so *ad indefinitum*.

By far the greater part of the “Language Lessons,” consists of interminable series of questions such as have been instanced, or of exercises with blanks for the pupils to fill. From the latter class of exercises the two following examples are selected:

/ " *The Sheep.*

"Male—ram. some—horns. young—lamb. sucks. quadruped. four feet. tail—short. body—wool. Men shear. Wool—cloth. sheep—grass. Butchers—them. flesh—roasted and eaten. It—mutton." (Page 33.)

" *Who ? - - does - - what ? - - where ? - - where ?*

"The inn-keeper - - ale - - - bottles - - - cellar.

We see the sun - - - - sky - - - us.

We see leaves - - - trees - - - woods.

The maid - - - fire - - - grate - - - kitchen.

Cart-horses - - manure - - - carts - - fields." (Page 48.)

These exercises seem judicious, and may afford valuable hints to teachers. But it appears to us that this system of questioning, and exercises with blanks to be filled, is carried altogether too far; and that too few examples of correct language are given, before the pupil is required to fill the blanks. In many cases also the questions suppose an extent of knowledge which all the class can hardly possess; and the filling of the blanks must frequently demand a skill in language, as well as a degree of information, which the pupil can hardly yet be supposed to have attained. To us in short, the greater part of the lessons have an unnatural and forbidding aspect. We should prefer to teach language, after a vocabulary of nouns and adjectives has been mastered, by means of a graduated series of lessons, consisting either of single sentences or of little narratives, expressing familiar or interesting facts. And we need not add that we cannot approve of the plan of beginning the teaching of verbs with the verb *is*, and using that verb exclusively for some months. The first sentences which a child who hears learns, are never such as "Milk is fluid," "Milk is not solid," but rather such as, A child plays, A child cries, A horse runs, A horse jumps, etc.

There is, however, much that is valuable in this course, and the explanations of the different meanings of some verbs, and the introductions to figurative language are features worthy of imitation.

## DONALDSON HOSPITAL.

Mr. Cook introduced us into the Donaldson Institution, also situated in Edinburgh. This is a magnificent and finely situated building erected as a General Hospital and house of refuge for unfortunate and destitute children, under the will of the late Mr. Donaldson, the Girard of Edinburgh, who left his whole fortune, not far from half a million of dollars, for that object. The trustees in whose hands the disposition of this munificent legacy was placed, decided to admit, among other recipients of the charity, one hundred deaf-mute children, as being yet more unfortunate than orphans. Only forty have yet been admitted, twenty of each sex. By the constitution of this Institution, children above the age of nine cannot be admitted.

It was vacation, and we did not see the male instructor, but with the female teacher, Miss Walker, herself a deaf mute, we had a very pleasant interview. The domestic arrangements of this Hospital are the most perfect of any charitable institution we have seen.

## GLASGOW.

After such a hasty survey of the monuments and wonders of this Scottish Athens as a stay of one day and night would permit, we proceeded to Glasgow by the way of Lochs Katrine and Lomond. During this tour through the chosen land of romance and song, we were favored with the company of the Rev. Dr. Baird, a traveler of the most cultivated taste, largest experience, and rarest conversational powers.

Our kind friend, Mr. Anderson, to whose attentions we were so greatly indebted in London, met us at our hotel almost immediately after our arrival in his own city, and conducted us to the Institution for the deaf and dumb under his care. We saw a few pupils, who, though their course of instruction was completed, had not yet left the Institution. They had been under instruction from seven to eight years. We proposed to them several abstract nouns to incorporate into original sentences of their own,

which they did in language, which both in thought and expression, would have been creditable to young persons in the possession of all their senses. With geography they evinced a thorough acquaintance; and from all we saw, joined to the compositions in his annual reports, we regard Mr. Anderson as one of the best practical instructors of deaf mutes whom we had the good fortune to meet with abroad. We trust he will have the means and inclination to give other teachers the benefit of his experience and ingenuity, by publishing his processes.

One great cause of Mr. Anderson's success, is undoubtedly his zeal and enthusiasm in his profession. Such is his love for it, that, leaving all other matters to the care of the matron, the excellent Mrs. Kinniburgh, (daughter-in-law of the late head of the Edinburgh Institution,) he spends eight hours of each day and sometimes more in the direct labor of instruction. We were especially indebted to him for books on the instruction of the deaf and dumb, which he spared us from his library, some of them of very great value, and which we could have obtained no where else.

#### BELFAST.

From Glasgow we went by steamer to Belfast, in Ireland, where we visited the buildings of the Ulster Institution for the Deaf and Dumb and the Blind. The Rev. Mr. Martin, the Principal, (whom we had met in London,) was absent, but we experienced every attention from his wife and daughter. The building is both ornamental and convenient; beyond this, the briefness of our stay did not permit us to make any observations. We met with gratifying attention from Mr. Shaw, chairman of the executive committee of the Institution, who tendered to me a very kind invitation on the part of the committee to meet them, which the urgency of my arrangements obliged me to decline.

#### DUBLIN. LIVERPOOL. HOME.

From Belfast we traveled by railroad and stage coach to Dublin, where we visited the National Irish Institution for the Deaf and dumb at Claremont, near the capitol. We found the male pupils assembled in a large school room. We only saw the per-

formance of one them, who lost his hearing at the age of nine, and had been long under instruction. He used language remarkably well ; but as it is reasonable to suppose he acquired it chiefly through the ear, (though unable to read or write when he entered,) we were unable, from his case, to judge of the degree of success attained here in teaching deaf mutes from birth. In this Institution, the males and females are separated almost as strictly as in France.

We also visited a day school in Dublin, under the instruction and management of Mr. Overend. We saw the teacher, but the school was not in session. It is supported by subscriptions, and has existed twenty-five years. Crossing the channel to Holyhead, we proceeded by way of Bangor and Chester to Liverpool. The Institution for the Deaf and Dumb in the latter city is a neat building, but, as the principal was out and it was vacation, we were unable to form any estimate concerning its character as a school.

This was the last Institution we visited. On Monday, August 6, we embarked on board the splendid American Steamer Baltic, and arrived at New-York early in the morning of the 16th, having in addition to the happiness of a safe return home, after so long a journey, the gratification of coming on the quickest passage across the Atlantic ever yet accomplished.

### CONCLUSION.

In concluding these details concerning the quite large number of European institutions which I was able to visit, the spirit of the resolution under which this report is submitted, seems to require that I should present some general views, based on the results of my observations. In so doing, the length to which this paper has already extended, and the late period to which the pressure of other official duties has delayed its completion, will compel me to be brief.

I found nothing in the arrangements of the European school rooms, which I can recommend as an improvement in our own. In most of them, all the classes of one department, if not of both, were assembled in a single room, and in all, except in the male

department of the National Institution of Paris, there were two or more classes in the same room. It is hardly necessary to observe that the interruptions, and distractions of attention on the part of the teacher and pupils are thus greatly multiplied.

Neither does there exist in any of the European schools that apparatus deemed essential in our own, a large slate for every pupil in each class, so that each writes his ordinary school exercises standing, and in a character to be read at the distance of several feet. The universal rule in Europe is the use of small slates for the pupils, who were called up to the blackboard, one or a few at a time, and only on special occasions. To say nothing of the greater ease with which the teacher on our plan can read and correct the sentences written by the pupil, and the more speedy acquisition of a bold, free and legible style of hand-writing, it appeared to us that the constant habit of sitting inactive in school, stooping over a desk, and writing on small slates, must be unfavorable, not less to the mental activity than to the physical development of the children.

With respect to the other apparatus of instruction, the only thing I now recollect that struck me as a valuable improvement, was the collection of models of objects and implements, and of seeds and grains in the Institution of Ghent. The profusion of pictures on the walls of some of the school rooms, I should regard as rather tending to distract the pupil's attention from his lessons. Pictures are doubtless very useful in deaf-mute instruction; but they had better be kept in a cabinet or port folio, and exhibited when they are required to illustrate the lesson in hand. They will then awaken more interest than if already long familiar to the eye. The case, however, is different with maps, and with such figures and diagrams as may be needed for daily use.

In analysing the courses of lessons which we found in use in different European schools, I have already stated somewhat fully the ground on which our own course appears to me on the whole the best. And I may add that it keeps in most respects nearly a mean between the wide extremes of European methods. Some of the school room processes, however, it has been seen, have been recommended to the consideration of American teachers.

## ASYLUM FOR IDIOTS.

Among the public institutions which we visited while in London, was the Asylum for Idiots, in the "Park-House," Highgate.

This Institution was founded and is supported wholly by that principle of association for charitable objects so rife in the British Isles, where it supplies the total want of governmental aid to such purposes. As, in no other country are the higher classes so wealthy, so in no other country do they contribute so liberally for all benevolent undertakings. And the cause of the idiot, though one of the last to attract public attention, the Institution being only in its fifth year, has made a progress somewhat commensurate with their fearful destitution. The Institution already shows a long list of patrons, office bearers, and donors among the wealthiest and most influential men and women of England, beginning with the Queen and other members of the royal family.

The Asylum is most favorably located, on an elevated and healthy site, with beautiful and spacious grounds. The patients, seventy-five in number, (61 males and 14 females) are not generally of the very lowest grades of idiocy, the worst cases, we understood, being sent to a branch establishment at Colchester, in Essex. They were, however, of a character to give room for very great improvement. Many of them were the children of noble and wealthy families. For this class, the annual charge is fifty guineas. Others, from families of less pecuniary ability, are admitted at a less rate, and a large number gratuitously, by the votes of the contributors.

From the resident physician and superintendent, Dr. Maxwell, a man of marked talent and gentlemanly bearing, we learned that about twenty of the pupils were *dumb*, that is, unable to speak, not from defect of hearing, but from a want of attention, and of power over the muscles. At the time of their admission, the proportion of such cases was larger, many of whom had been taught to speak more or less.

Several others who came, unable to use their legs, have become able to walk; and a still larger number who, in respect to

taking care of themselves, were as helpless as the merest infants, have learned to feed and clothe themselves, and have acquired habits of personal cleanliness and of order.

A number also have been taught to read, write, cipher and draw ; and many have learned to perform useful labor, giving the expectation that not a few will become able to earn the whole or a great part of their own support in after life. Their religious and moral sentiments have also been developed, and a large portion of them are devout attendants on public worship. In short, the results generally were encouraging, tending to show that the physical, intellectual and moral condition of even this most degraded portion of the human family is capable of great improvement. And when we consider how much has been done within a very few years, there is every reason to hope that much more may be done when the present modes of training idiots shall have been improved by longer experience.

Not second in importance to the education of actual idiots are the researches which the conductors of such institutions have the opportunity of making into the causes of idiocy. Enough has already been ascertained to show that this dreadful affliction is certainly often, and probably in most cases, sent into families as the result of violations of the laws of moral and physical well being ; and will probably greatly decrease in prevalence in proportion as men and women learn and obey those laws. For instance, six of the inmates of "Park-House" were the offspring of parents who were cousins. And it has also been made probable that this scourge is more likely to fall upon the children of the habitually intemperate, than upon any others.

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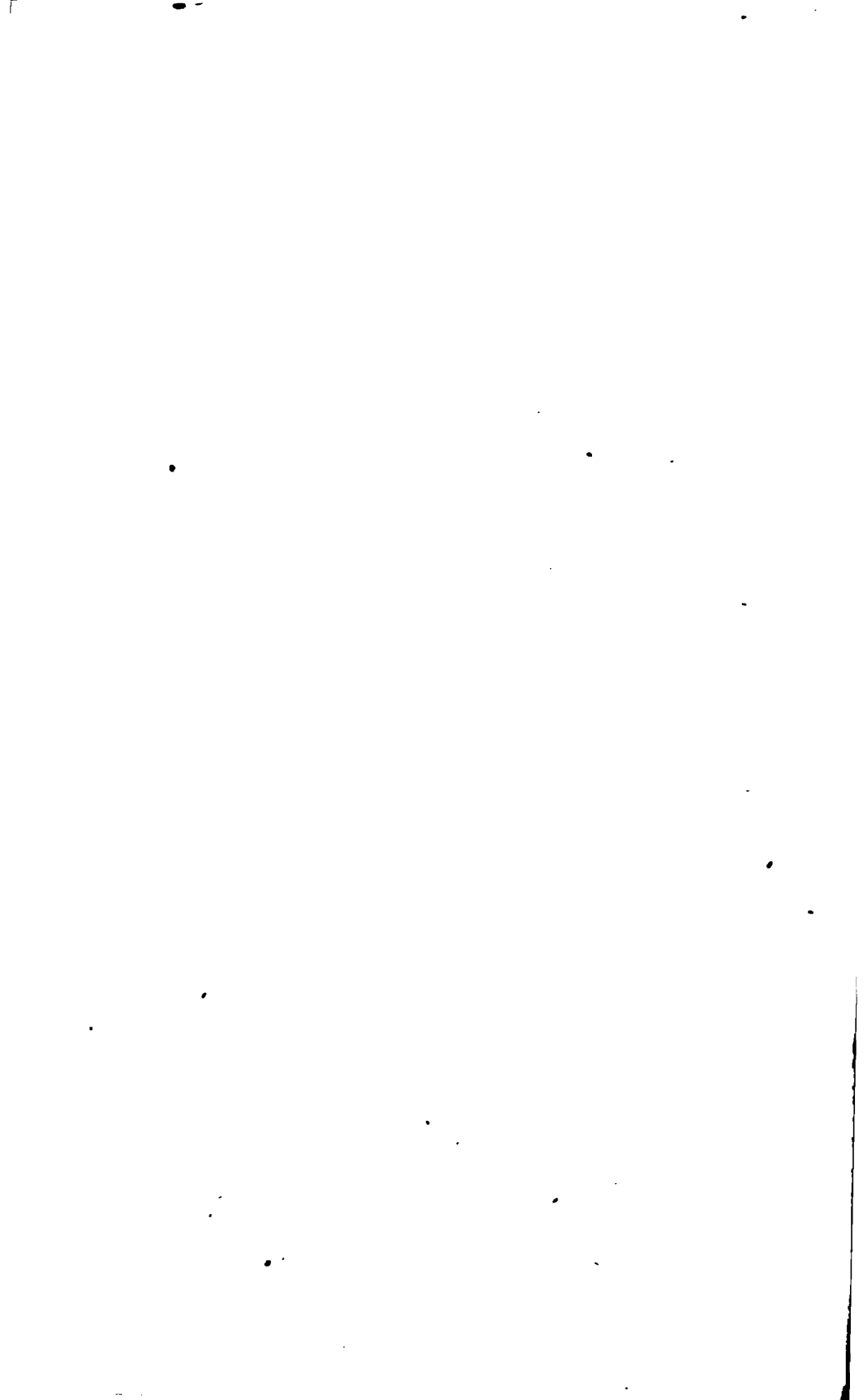
"Is soot white? Is soot black? Is grass red?" &c.

"What color is grass? What color is a rook?" &c.

"What is black? What is white?" &c.

Exercises of this kind, which the author informs us he usually begins in the third month, are continued to an extent which we should think wearisome.

The next step in teaching what our author calls "Attribute, a Noun," meaning names of classes of objects, e. g.: "A tree is not



( A. )—STATISTICAL VIEW  
*Of all the known Institutions for the Deaf and Dumb in Europe, America and Asia.*  
 I. GREAT BRITAIN.

INSTITUTIONS.	Founded.	Kind, or how supported.	Principals.	No. in- structors.	No. pupils.	Age of ad- mission.	Remains.	Date, anniversary and observa- tions.*
1. London,.....	1792	Subscriptions,....	Thos. J. Watson, ...	14	280	8½-11½	5	
2. Birmingham,.....	1814	do .....	Arthur Hopper,....	5	63	8-13	5	
3. Manchester, .....	1824	do .....	Andrew Paterson, ..	5	81	8-12	5	
4. Doncaster,.....	1829	do .....	Chas. Baker,.....	4	90	9-14	6	
5. Liverpool,.....	1825	do .....	.....	3	58	7-14	.....	
6. Exeter, .....	1827	do .....	Dr. W. R. Scott,.....	3	48	7-12	.....	
7. New Castle, .....	1839	do .....	Wm. Neill,.....	2	30	.....	.....	
8. Rugby,.....	1844	Private, .....	H. B. Bingham,.....	.....	.....	.....	.....	
9. Brighton,.....	1841	Subscriptions,....	Wm. Sleight,.....	2	40	6-12	5	
10. Edinburgh, .....	1810	do .....	James Cook,.....	3	70	.....	5	
11. Edinburgh, .....	1849	Donaldson Hosp <sup>l</sup> , ..	.....	2	40	9	.....	
12. Glasgow, .....	1819	Subscriptions,....	D. Anderson,.....	3	85	7-14	5	1844, Day.
13. Aberdeen, .....	1819	do .....	Weir,.....	.....	26	.....	.....	
14. Dublin, (Clarem't.), ..	1816	do .....	Foulston,.....	6	120	8-12	6	
15. Dublin, .....	1825	do .....	Overend,.....	.....	8	.....	.....	
16. Belfast, .....	1831	do .....	Rev. John Martin, ..	.....	50	8-13	.....	
17. Cork, .....	1823	Private, .....	Dr. Keogh,.....	1	14	.....	.....	1844, Day.
18. Swansea, .....	.....	Subscriptions,....	Chas. Rhind,.....	.....	.....	.....	.....	

\* When no date or authority's given, I have either received the statistics on the spot, from recent reports, or from gentlemen who have recently visited the schools.

TABLE—(CONTINUED.)  
II. FRANCE. (1.)

INSTITUTIONS.	Founded.	Kind, or how supported.	Principals.	No. in- structors.	No. pupils.	Age of ad- mission.	Remain- ing.	Date, authority and observa- tions.
19. Paris, . . . . .	1760	National, . . . . .	De Lanneau, . . . . .	12	170	10-15	6	
20. Bourdeaux, . . . . .	1786	do . . . . .	Ed. Morel, . . . . .	110	110	10-15	6	
21. Marseilles, . . . . .	1819	Department, . . . . .	Patrick Gués, . . . . .	4	60	10-15	6	For boys and girls
22. Marseilles, . . . . .	1840	do . . . . .	Abbé Fissiaux, . . . . .	17	17	10-15	6	girls only.
23. Toulouse, . . . . .	1826	do . . . . .	Abbé Chazottes, . . . . .	35	35	10-15	6	
24. Albi, . . . . .	1827	do . . . . .	Madme. Germand, S. . . . .	30	30	10-15	6	For boys
25. Le Puy, . . . . .	1840	do . . . . .	Abbé Pernet, F., . . . . .	20	20	10-15	6	girls
26. Le Puy, . . . . .	1815	do . . . . .	S., . . . . .	20	20	10-15	6	boys
27. St. Etienne, . . . . .	1828	do . . . . .	do . . . . .	60	60	10-15	6	girls.
28. St. Etienne, . . . . .	1824	do . . . . .	C. Forrestier, . . . . .	4	60	10-15	6	
29. Lyons, . . . . .	1824	do . . . . .	Rauh, . . . . .	15	15	10-15	6	Day school.
30. Grenoble, . . . . .	1824	do . . . . .	S., . . . . .	15	15	10-15	6	For girls only.
31. Vézille, . . . . .	1824	do . . . . .	do . . . . .	15	15	10-15	6	
32. Bourg, . . . . .	1824	do . . . . .	do . . . . .	15	15	10-15	6	
33. Sisteron, . . . . .	1824	do . . . . .	do . . . . .	15	15	10-15	6	
34. Clermont-Ferrand, . . . . .	1824	do . . . . .	S., . . . . .	14	14	10-15	6	For girls.
35. Chaumont, . . . . .	1824	do . . . . .	Abbe Dessaignes, . . . . .	32	32	10-15	6	
36. Rodez, . . . . .	1824	do . . . . .	Riviere, . . . . .	50	50	10-15	6	
37. Aurillac, . . . . .	1824	do . . . . .	do . . . . .	25	25	10-15	6	
38. Poitiers, . . . . .	1833	do . . . . .	S., . . . . .	25	25	10-15	6	For girls.
39. Loudun, . . . . .	1833	do . . . . .	F., . . . . .	30	30	10-15	6	



TABLE—(CONTINUED.)

## III. ITALY.

INSTITUTIONS.	Founded.	Kind, or how supported.	Principals.	No. of instructors.	No. pupils.	Age of admission.	Remain.	Date, authority and observations.
63. Rome, .....	1789	Papal, .....	Don Giv. Farinacci, .....	8	90	.....	.....	Bosselli, 1834.
64. Naples, .....	1786	Royal, .....	.....	4	50	.....	.....	
65. Sienna, .....	1828	do .....	T. Pendola, .....	4	40	.....	6	
66. Genoa, .....	1801	do .....	L. Bosselli, .....	5	83	.....	6	Bosselli, 1834.
67. Turin, .....	1834	Private, .....	Bracco, .....	1	5	.....	.....	
68. Modena, .....	1823	Government, .....	Pio Sivotti, .....	3	22	.....	.....	
69. Milan, .....	1805	do .....	.....	4	45	7-14	6	Bosselli, 1834.
70. Villanuva, .....	1832	.....	Gelmini, .....	...	11	.....	.....	
71. Verona, .....	.....	Private, .....	Maestrelli, .....	2	14	.....	.....	
72. Ferrara, .....	.....	do .....	Cavazzini, .....	1	3	.....	.....	[306. Morel's Annales, ii.,
73. Bologna, .....	.....	Day school, .....	Gualandi, .....	1	16	.....	.....	

## IV. SWITZERLAND.

74. Geneva, .....	.....	Subscription, .....	Isaac Chomel, .....	2	20	.....	.....	Day, 1844.
75. Iverdon, .....	1810	Canton, .....	Walter, .....	2	20	.....	.....	
76. Brunnader, .....	1843	Private, .....	Zeller, .....	2	84	.....	6	
77. Friesenberg, .....	1822	Canton, .....	Stuki, .....	5	60	10	6	For girls, do
78. Einsiedeln, .....	1834	Private, .....	Weidmann, .....	...	7	.....	.....	do
79. Zurich, .....	1826	Subscription, .....	Schibel, .....	3	20	10-16	6	do
80. Wardenstein, .....	1834	Canton, .....	Grueter, .....	2	25	.....	.....	do

81. Zofingen, .....	1838	Subscription, .....	Luscher, .....	3	14	.....	.....	do
82. Aarau, .....	1835	do	Merkli, .....	2	13	10-20	.....	do
83. Riehen, .....	1838	do	Arnold, .....	4	33	8-12	5	

V. AUSTRIA.

84. Vienna, .....	1779	Imperial, .....	Venus, .....	4	75	7-14	6-8	1835, Schmalz.
85. Linz, .....	1812	Subscription, .....	Eichinger, .....	.....	45	.....	.....	1838, Guyot, do
86. Brunn, .....	1829	Private, .....	Lang, .....	.....	10	.....	.....	1833, Schmalz.
87. Prague, .....	1786	Subscription, .....	Frost, .....	4	54	7-13	.....	1841, Rep.
88. Waiizen, .....	1802	do	Nagy, .....	4	30	.....	.....	1838, Schmalz.
89. Brixen, .....	1830	Provincial, .....	Amberg, .....	.....	15	.....	.....	do
90. Lemberg, .....	1830	Subscription, .....	Hofman, .....	1	15	.....	.....	1832, do
91. Gratz, .....	1832	Provincial, .....	Rischner, .....	1	15	.....	.....	1838, do
92. Salsburg, .....	1831	Private, .....	Guggemoser, .....	1	4	.....	.....	1832, do
93. Halle, .....	.....	.....	Ettil, .....	.....	.....	.....	.....	1847, Morel.

VI. PRUSSIA.

94. Berlin, .....	1788	Royal, .....	Saegert, .....	6	80	7-14	5-9	1844, Day.
95. Stettin, .....	1838	Provincial, (1) .....	Boetcher, .....	1	14	.....	.....	1841, Rep.
96. Stralsund, .....	1837	Private, .....	Kohn, .....	1	7	.....	.....	1841, " of Stettin.
97. Königsberg, .....	1820	Royal, .....	Riemer, .....	3	32	.....	.....	1838, Schmalz G't.
98. Angerburg, .....	1833	Provincial, .....	Raden, .....	.....	30	.....	.....	1844, Day.
99. Marienburg, .....	1833	do	Lettan, .....	.....	30	.....	.....	1844, do
100. Posen, .....	1830	do	Sykoski, .....	2	20	.....	.....	1844, do
101. Breslau, .....	1804	Subscriptions, .....	Scholz, .....	5	50	.....	.....	1841, Rep.
102. Liegnitz, .....	.....	Private, .....	Schroeder, .....	.....	20	.....	.....	1838, Schmalz.

(1.) Those marked thus in Prussia, are understood to be connected with the teachers' seminaries and supported by the provinces in which they are situated.



TABLE—(CONTINUED.)

INSTITUTIONS.	Founded.	Kind, or how supported.	Principals.	No. of instructors.	No. pupils.	Age of admission.	Results.	Date, authority and observations.
103. Ratibor,.....	1836	Subscriptions,.....	Weinhold,.....	....	13	.....	....	1840, Rep.
104. Magdeburg,.....	1829	Provincial, .....	Heiderich,.....	2	12	7-14	6	1844, Day.
105. Weissenfels, .....	1829	do .....	Hill,.....	3	25	7-14	6	do
106. Erfurt,.....	1829	do .....	Schulz, .....	3	32	7-14	6	do
107. Halberstadt, .....	1829	do .....	Aeplinius,.....	2	13	7-14	6	do
108. Eisleben,.....	1833	do .....	Wingenstein,.....	1	10	.....	....	do
109. Heiligenstadt,....	1840	.....	Kellner,.....	....	....	.....	....	do
110. Munster, .....	1820	Royal,.....	Weidner,.....	....	....	.....	....	do
111. Soest,.....	1831	Provincial, .....	Schweir, .....	1	18	.....	....	For Protestants, do
112. Bueren, .....	1831	do .....	Wirsal, .....	1	14	7-14	....	Roman Cath's do
113. Cologne, .....	1829	Subscriptions,.....	Gronewald, .....	4	52	7-14	....	
114. Moers,.....	1836	Provincial, ..	Heltman,.....	2	25	7-14	6	1844, Day.
115. Kempen, .....	1840	do .....	Kirschhof, .....	2	20	7-14	....	do
116. Langenhorst,.....	1841	.....	Stoam, .....	1	8	.....	....	do
117. Halle, ....	1834	Private,.....	Klotz, .....	4	30	7-14	6	do
118. Aix la Chapelle,...	1838	do .....	Kirsch,.....	1	15	7-14	6	do

## VII. BAVARIA.

119. Munich,.....	1799	Royal,.....																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																					</
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## VIII. WURTEMBERG AND BADEN.

		4	33	7-10	6	1844, Day.
129. Gmund, .....	1807 Royal, .....	Wagner, .....				
130. Esslingen, .....	1823 With normal sch'l, .....	Leistner, .....	1	10	6	do
131. Viennenden, .....	1825 Private, .....	Bettlius, .....	2	30		do
132. Tübingen, .....	1829 do .....	Schoettle, .....	1	14	8	do
133. Wilhelmsdorf,† ..	1837 do .....	Oswald, .....	1	14		do
134. Pörtzheim, .....	1826 Ducal, .....	Bach, .....	5	90	8-14	6

[in Baden.  
The only instit'n now

## IX. SAXONY, HANOVER AND THE OTHER GERMAN STATES.

135. Leipzig,.....	1778	Royal,.....	Reich,.....	5	60	8-12	6-7	1844, Day.
136. Dresden,.....	1828	State and sub.,...	Jenke,.....	6	58	8-12	6-7	do
137. Hildesheim,.....	1829	Royal,.....	Kuhlgatz,.....	3	40	7-14	6	do
138. Weimar,.....	1824	State,.....	Vollzath,.....	1	3	6-14	4	do

\* The schools formerly existing at Andam, Quedlinburg and Crefeld, are extinct. Those said to be at Erbl and Barmen, never had any existence. The school at Crefeld was taught by Heinicke's son. He never had more than three or four pupils at once, † Near Ravensburg,

† Near Ravensburgh,

TABLE—(CONTINUED.)

INSTITUTIONS.	Founded.	Kind, or how supported.	Principals.	No. of instructors.	No. pupils.	Age of admission.	Remain.	Date, authority and observations.
139. Eisenach, . . . . .	1829	State, . . . . .	Kern, . . . . .	1	11	8-18	6	1844, Day.
140. Freidberg, . . . . .	1820	Ducal, . . . . .	Roller, . . . . .	2	30	.....	.....	Form'y at Worms. do
141. Bensheim, . . . . .	1839	.....	.....	.....	20	.....	.....	do
142. Homberg, . . . . .	.....	.....	Schaaft, . . . . .	2	25	.....	.....	Form'y at Cassel, do
143. Camberg, . . . . .	1819	State, . . . . .	Deusser, . . . . .	3	68	8-12	6	1839, Rep.
144. Bruchroof, . . . . .	.....	.....	Brandt, . . . . .	.....	.....	.....	.....	Schmalz.
145. Brunswick, . . . . .	1829	State, . . . . .	Stahl, . . . . .	3	20	6-9	6	1844, Day.
146. Wildeshausen, . . . . .	.....	do	Humann, . . . . .	1	9	7-14	6	do
147. Habstahl, . . . . .	1842	With normal sch'l, . . . . .	Blessing, . . . . .	1	5	.....	.....	do
148. Emden, . . . . .	1844	Gov'm't and subs., . . . . .	Edwards, . . . . .	.....	12	.....	.....	1848, Morel.
149. Altenburg, . . . . .	1838	Private, . . . . .	Blindnez, . . . . .	1	5	.....	.....	1838, Schmalz.
150. Coburg, . . . . .	1835	State, . . . . .	.....	.....	.....	.....	.....	do
151. Ilsfeld, . . . . .	.....	.....	Schoettie, . . . . .	.....	.....	.....	.....	1847, Morel.
152. Klausthal, . . . . .	.....	.....	Wetzel, . . . . .	.....	.....	.....	.....	1848, do
X. GERMAN FREE CITIES.								
153. Frankfort, . . . . .	1829	City, . . . . .	Schwartz, . . . . .	3	8	5-8	8	1844, Day.
154. Hamburg, . . . . .	1827	Subscriptions, . . . . .	Behrmann, . . . . .	2	18	6-12	6-8	1844, do
155. Bremen, . . . . .	1827	Private, . . . . .	Ortgies, . . . . .	2	16	4-13	6-8	Schmalz.
156. Lubeck, . . . . .	1839	Subscriptions, . . . . .	Haase, . . . . .	.....	.....	.....	.....	.....

## XI. BELGIUM AND HOLLAND.

157. Brussels, .....	Government, .....	.....	.....	.....	.....	.....	.....	.....	For girls.
158. Brussels, .....	do .....	.....	.....	.....	.....	28	7-17	5-10	For boys.
159. Ghent, .....	do .....	.....	.....	.....	.....	62	7	8-12	.....
160. Ghent, .....	do .....	.....	.....	.....	.....	42	.....	.....	For girls.
161. Liege, .....	do .....	.....	.....	.....	.....	35	.....	8-10	.....
162. Bruges, .....	do .....	.....	.....	.....	.....	6	8-18	.....	.....
163. Moorslede, .....	do .....	.....	.....	.....	.....	.....	.....	.....	Day, 1844.
164. Mons, .....	do .....	.....	.....	.....	.....	.....	.....	.....	Day, 1844.
165. Groningen, .....	State, .....	.....	.....	.....	.....	10	8-15	7-8	Guyot Schd'r.
166. Herlaar, .....	.....	.....	.....	.....	.....	16	.....	.....	Guyot.

## XII. DENMARK, SWEDEN AND NORWAY.

167. Copenhagen, .....	1807 Royal, .....	.....	.....	.....	.....	80-100	.....	.....	6 1839, Guyot,
168. Schleswig, .....	do .....	.....	.....	.....	.....	6	7-14	6-7	1839, Rep.
169. Stockholm, .....	do .....	.....	.....	.....	.....	4	10-15	6-8	1845, Morel's An.
170. Drontheim, .....	.....	.....	.....	.....	.....	4	.....	.....	1839, Guyot.
171. Christiania, .....	.....	.....	.....	.....	.....	.....	.....	.....	1844, Morel.

## XIII. RUSSIA AND POLAND.

172. St. Petersburg, ..	1806 Imperial, .....	.....	.....	.....	.....	97	7-12	6-13	1838, Guyot Schl'z.
173. Warsaw, .....	1817 Subscriptions, .....	.....	.....	.....	.....	48	9	8	1844, Day. [vi. 307.
174. Odessa, .....	1849 Government, .....	.....	.....	.....	.....	18	.....	.....	1850, Morel's An's.

## XIV. UNITED STATES OF AMERICA.

175. Hartford, Conn., ..	1817 Funds and states, ..	Lewis Weld, .....	.....	.....	.....	11	204	8-25	5-6	May, 1851.
176. New-York, .....	1818 State appropriat'n, ..	H. P. Peet, LL. D., ..	.....	.....	.....	13	243	12-25	5-7	Jan. 1852.
177. Philadelphia, .....	do .....	A. B. Hutton, .....	.....	.....	.....	7	136	10-20	6-7	do
178. Dansville, Ky., ..	do .....	J. A. Jacobs, .....	.....	.....	.....	3	67	10-30	5-7	Nov. 1851.

Date of information.

TABLE—(CONTINUED.)

INSTITUTIONS.	Founded.	Kind, or how supported.	Principals.	No. of instructors.	No. pupils.	Age of admission.	Remains.	Date of information.
179. Columbus, Ohio, ..	1829	State appropriat'n,	Rev. J. A. Cary, .....	6	132	10	5-6	Dec. 1851.
180. Staunton, Va., ...	1839	do	Rev. Jos. D. Tyler,*	3	61	10-25	6	Oct. do
181. Indianapolis, .....	1843	do	Jas. S. Brown, .....	6	113	10-30	5-7	Dec. do
182. Knoxville, Tenn.,	1844	do	O. W. Morris, .....	2	20	10-21	.....	Dec. do
183. Jacksonville, Ill.,	1845	do	Thos. Officer, .....	6	95	10-25	.....	Jan. do
184. Raleigh, N. C., ...	1846	do	Wm. D. Cooke, .....	3	33	.....	.....	Dec. do
185. Cave Spring, Ga.,	1845	do	O. P. Fannin, .....	.....	25	.....	.....	July do
186. Cedar Spring, S. C.	1850	do	N. P. Walker, .....	3	33	.....	.....	Dec. do
187. Fulton, Mo., .....	.....	do	W. D. Kerr, .....	.....	.....	.....	.....	.....
XV. CANADA.								
188. Montreal, .....	1848	.....	Abbé Lagorce, .....	.....	.....	.....	.....	.....
XVI. ASIA.								
189. Smyrna, .....	.....	.....	Gerondi, .....	.....	.....	.....	.....	Morel's Annals, vi.
190. Calcutta, .....	.....	.....	.....	.....	.....	.....	.....	Existence doubtful.

NOTE.—In the foregoing list of Institutions in Great Britain, that at Bristol was inadvertently omitted, of which Mr. John Clyne, late of Glasgow, has just been appointed Principal. Mr. James Rhind and Mr. Webster have recently retired from the Institutions in Liverpool and Bristol, with a view to establish private schools in those places respectively.

There are several small schools in Germany concerning which I have no information. The number of schools for the deaf and dumb in the world is probably little less than two hundred.

\* Lately deceased.

( B )

Composition of *Benard* of the classe de perfectionnement, written from I. Lewis Peet's narrative *in signs*, of our Continental tour. (Corrections by the teacher, *made in red ink*, are enclosed in brackets, and some minor ones omitted. Words crossed off by the teacher are in *italics*.)

M<sup>ons</sup>. Lewis Peet m'a raconté son voyage dans plusieurs contrées de l'Europe avec son père et [trois de] ses élèves [qui sont] fort instruits: Il y a deux mois et demi les cinq américains son venus ici pour nous voir et pour visiter l'Institution, peu de temps après, Ils sont partis de Paris pour Marseille. [Ils sont allés] par la diligence, le chemin de fer, et le bateau-a-vapeur. Là, ils se sont amusés à contempler les différents aspects des montagnes, des vallées et des plains dans *des* [les] provinces de l'ouest et du sud; Ils sont entrés dans l'école des sourds-muets de Lyon pour [en] voir les *sourds-muets* [élèves.]

De-là, ils sont arrivés à Marseille où ils on vu l'école des S. M., plusieurs monuments, le port, un grand nombre de batiments de commerce, etc.

Puis s'étant embarqués dans le bateau-a-vapeur sur la mer mediterrannée, [ils ont navigué] pendant 4 jours, ils sont enfin arrivés à Naples, où ils on eu *la* pitie de voir un grand nombre de pauvres *et*, ils ont vu surtout beaucoup de pêcheurs qui s'occupaint à la pêche, [dans] cette ville ils y sont restés pendant trois jours.

Ils ont voulu voir le mont Vésuve, près de Naples, ils sont montés *aux* [sur des] mulets pour arriver au sommet du mont dont le milieu empêche d'y monter les mulets, *ils sont* [ces messieurs ont été] obligé d'y monter longtemps avec leur batons en

*fer* [ferrés]. Ils *sont* [étaient] bien fatigués. Des guides *leur* ont *amené par la corde* [les ont tirés avec une corde] et ils sont enfin arrivés au sommet du mont-Vésuve où ils ont vu avec l'effroi la fumée et [senti] la chaleur du Volcan ; ils ont aperçu de loin des sommets des montagnes et des collines des vallées, un grand nombre d'îles et de villes, *des belles* [les beaux] en environs des villes, etc. ; Ensuite, ils sont descendus vite du sommet et ils ont admiré la ville de pompeï *pleine des matières* [qui fut engloutie sous] tourbillons de flammes, de fumée et des matières fondues sous l'empire des romains, etc. Delà, ils se sont rendus à Rome par la voiture où ils ont vu *un ancien gondole*, plusieurs monuments de l'antiquité, la grand Statue de St. pierre dans l'église du même nom, le pape IX, etc. Puis [ils sont allés] à Florence dont le climat est doux et délicieux et la ville est très-belle et magnifique ainsi qu'à Gênes.

Ils sont partis de Gênes pour Venise dont la ville forme un demi-cercle. Les habitants ne circulent jamais dans les rues *ainsi que les* [en] voitures et *les* [ni comme] piétons et [mais] ils se promènent toujours sur *les rues de l'eau* [des canaux].

Ils sont bien aîsés d'y circuler pendant quelques heures. De là ils ont voyagé en Suisse, où ils ont été frappés de l'aspect des montagnes, [ils ont vu] peu de plaines, [mais] d'immenses chûtes d'eau, ils se sont embarqués dans le bateau-a-vapeur sur le rhin ou ils *sont* [ont été] attentifs aux divers *aspects* [sites] de l'Allemagne et de l'alsace dans la France, et ils sont arrivés à Cologne pres d'aix-la-chapelle ou charlemagne, empereur d'occident mourut en 814.

Ils sont allés à *la* [en] hollande, où ils ont vu quelques parties d'une vaste plaine qui sont plus basses que les eaux de la mer du nord et des digues immenses pour les garantir des inondations, ils ont vu la ville d'Amsterdam qui est une des villes les plus florissantes de l'Europe et la Statue de Spinosa élevée sur une place de cet ville. Ils sont entrés à La haye *dans la ville* [qui] est la plus jolie de la hollande et [qui fait] le commerce du tabac ; Puis, ils sont passés par Anvers où nous avons pris un beau fort sous le commande[ment] du Duc d'Orleans. Ils sont arrivés à Bruxelles, la capitale de la belge, à Waterloo où L'Empereur

Napoléon fut vaincu par les alliés en 1815. cette contrée leur offre un agréable variété de bois, de prairies et de champs. Ils se sont rendus à Liege pour voir l'école des sourds-muets et Ils sont arrivés à Lille où on fait un grand commerce de dentelles ainsi que la Belgique. Ils sont partis de cette ville pour Paris par le chemin de fer et depuis quelques jours ils sont revenus ici pour nous voir. nous sommes bien content de les voir ; M<sup>ons</sup>. Lewis Peet m'a dit que l'Institution de Paris est la plus belle de *plusieurs* [celles des] contrées de l'Europe qu'il *avait fait voyagé*. [a visitées.]

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( C. )

One of the compositions of the pupils of the *classe de perfectionnement* on the Division of Time in the National Institution.

*Détails sur l'emploi d'une journée à l'Institution.*

Le dimanche, comme [c'est] un jour de congé, le bruit du tambour [ne] nous éveille [qu'] à 6 heures du matin. Nous faisons nous-mêmes nos lits ; puis, nous allons à la [salle de] toilette pour nous laver les mains et la figure, nous *mettons* [prenons] nos tuniques dans les vestiaires. Ensuite, nous descendons des dortoirs dans la salle d'étude, où un élève récite la prière du matin en présence de ses camarades. Après la prière, nous prenons des morceaux de pain sec à 7 heures. Pendant le déjeuner, nous jouons tantôt dans le jardin tantôt dans la cour. A 7 heures  $\frac{1}{2}$  le bruit du tambour nous fait aller étudier dans la salle. A 9 heures nous montons à la chapelle pour assister à la messe. Après la messe, on examine nos tuniques dans la galerie des classes. Ensuite, nous jouons dans la cour ou dans le jardin. M. le Directeur permet que les parents [des élèves] viennent [les] chercher leur élèves à l'institution le dimanche. Quand midi sonne, nous entrons dîner au réfectoire, après notre dîner, nous allons aux vêpres à la chapelle. Ensuite nous sortons sous la conduite de notre maître d'étude, de l'école pour aller à la promenade dans Paris ou à la campagne. Après notre promenade, [quand] nous



revenons à l'école, nous montons dans les vestiaires pour mettre nos blouses; puis nous descendons dans la cour [où] nous prenons des morceaux de pain. A 6 heures  $\frac{1}{2}$  nous *faisons nos études* dans la salle jusqu'à 7 heures  $\frac{1}{2}$ . nous prenons ordinairement de la viande et quelque du lapin et du dessert. Après un demi-heure de *notre* souper, nous jouons dans la cour ou dans le jardin. A 8 heures  $\frac{1}{2}$ , nous rentons [rentrons] dans la salle d'étude, où un élève dit la prière du soir devant *leur* [ses] camarades. Après la prière, nous montons nous coucher dans les dortoirs. Le veilleur de l'Institution nous surveille toujours pendant notre sommeil.

Le jeudi, le tambour nous éveille à 5 heures du matin. nous *faisons nous-même* nos lits, puis nous allons nous laver à la [salle de] toilette. Après une demi-heure de *notre* toilette, nous descendons dans la salle d'étude, où nous faisons la prière du matin. Après la prière, nous étudions jusque' à 7 heures. En nous rangeant le long de la galerie de la cour nous prenons des morceaux, nous allons jouer dans le jardin ou dans la cour. A 7 heure et demie, *nous allons* [les élèves vont] dans les ateliers qui sont ceux des tourneurs, des menuisiers, des tailleurs, des cordonniers, de lithographie. *nous* [Nos camarades] y travaillent jusqu'à 10 heures pendant que les élèves de M. Vaisse s'instruisent dans la classe d'instruction complémentaire et que les nouveaux élèves étudient dans la salle [d'étude]. nous montons assister à la messe dans la chapelle. Après la messe, nous descendons dans la salle d'étude pour *reprendre* [apprendre] nos leçons jus qu'à midi. [A cette heure] nous entrons au réfectoire, où nous nous lavons les mains à la fontaine en marbre blanc. nous mangeons de la soupe, du boeuf et des pommes de terre frites. Après une demi-heure, nous jouons dans la cour ou dans le jardin. [Quand] une heure de l'après-midi sonne, nous entrons dans la classe d'écriture pour *apprendre* [une leçon]. A 2 heures, nous allons dans le jardin où un maître de gymnastique nous enseigne divers exercices. Quand 3 heures sonnent, nous montons mettre nos tuniques dans les vestiaires pour aller à la promenade dans Paris ou à la campagne. Après nous être promenés, nous *sommes rentrés* [rentrons] à l'Institution. nous allons dans les vestiaires, pour mettre nos blouses. puis nous descendons des morceaux de pain

à [pour] goûter. A [partir de] 6 h.  $\frac{1}{2}$  nous étudions dans la salle jusqu'à 7 heure  $\frac{1}{2}$ . nous mangeons du bœuf ou du veau et du dessert. Après le souper, nous jouons dans le jardin. A 8 h.  $\frac{1}{2}$  nous faisons la prière du soir dans la salle d'étude. Ensuite nous montons nous coucher dans les dortoirs.

Le lundi comme le mardi, le mercredi, le vendredi et le samedi, nous nous levons à cinq heures du matin. nous allons nous laver les mains et la figure dans la [salle de] toilette. puis nous mettons nos blouses, nous descendons dans la salle d'étude où nous faisons la prière du matin. après la prière nous [nous] y *prendons* [livrons à] nos études jusqu'à 7 h. [Alors] nous prenons des morceaux de pain sec. Pendant notre déjeuner, nous jouons dans le jardin ou dans la cour. A 7 heure  $\frac{1}{2}$  les élèves *travaillent* [des classes ordinaires se mettent à travailler] dans les ateliers [pour] jusqu'à 10 h. pendant que ceux de M. Vaisse s'instruisent le *lundi du matin*, le *mardi du matin*, le *mercredi du matin et du soir*, le *vendredi du matin* et le *samedi du matin et du soir*, et que les nouveaux élèves étudient dans le [seconde] salle [d'étude]. A 10 heures nous nous instruisons dans les classes. Quand elles *finissent* [sont finies] à midi, nous mangeons de la soupe, du bœuf, du macaroni. Ensuite nous allons jouer dans le jardin. A 1 heure *de l'après-midi*, on nous apprend à dessiner le lundi, le mercredi, et le vendredi dans la classe de dessin, et à écrire le mardi, le jeudi et le samedi dans la classe d'écriture. A 2 heures, nous rentrons dans les classes. A 4 heures elles sont fermées. nous emportons nos ordoises et nos cahiers dans la salle d'étude. nous mangeons du pain sec à goûter, nous jouons pendant notre goûter dans le jardin. à 4 heures le bruit du tambour nous fait aller dans les ateliers. Les nouveaux élèves étudient dans la salle pendant le travail. A 6 heures ils jouent dans la cour. Quand les ateliers sont fermés à 6 heures  $\frac{1}{2}$ , nous allons prendre nos leçons dans la salle d'étude jusqu'à 7 heures  $\frac{1}{2}$ , [alors] nous entrons au refectoire pour souper *du* [de] bœuf et *du* [de] dessert. Ensuite nous jouons dans le jardin. A 8 h.  $\frac{1}{2}$  Après avoir fait la prière du soir, nous montons dans les dortoirs pour nous coucher.

FAGET, *Elève de M. Vaisse,*

*Et moniteur de M. Lenoir.*

( D. )

LESSONS OF PROFS. LENOIR AND PELISSIER.

Mr. Lenoir begins with the verbs *bring* and *show* in the imperative, in such phrases as : "Bring a book, bring an inkstand, bring a chair ;" and "Show a picture, show a stove, show a window," etc. This exercise is continued till the movable objects in the class are all *brought*, and the immovable ones *shown*. In the second lesson various articles of dress are required to be *brought* ; e. g. "Bring a hat, bring a pantaloon, bring a boot." In each lesson the articles are arranged in two columns, the masculine in one, the feminine in the other, marked by the difference of termination in the article, *un*, *une* : e. g. "apporte *un* soulier," (bring a shoe) ; "apporte *une* botte," (bring a boot.)

The third and fourth lessons are given to the farther explanation of the natural and artificial gender of nouns. In Bébien's course they would precede the use of the article in the first two lessons.

In the fifth lesson proper names of persons in the class are introduced, with the verbs *carry*, *take*, *show*, in the present indicative, e. g. "Girod carries a book ; Schermer takes a chair ; Henri shows a pillar."

In the sixth lesson *give to* is introduced, e. g. "Faget gives a shoe to Damour ; Schermer gives a chair to Mr. Lenoir."

*Break* and *tear* are taught next, e. g. "Girod breaks a slate ; Razé tears a handkerchief."

After a few lessons in the plural form, the definite article is introduced thus :

"Take a book—take the book of Mr. Lenoir."

"Take a chair—take the chair of Navarin."

Several lessons follow on the names of parts of the body, which,

(as all other names are) are taught in phrases, e. g. "Touch the head, touch the hair, touch the face;" and so on to the heel. And again, "Raz, touch the nose of J.;" "Girod, touch the tongue of Razé," etc. And a little further: "Navarin pulls the ears of Girod"; "Schermer counts the teeth of Chabot." "Noyer opens the eyes of Schermer"; "Faget examines the tongue of Noyer," etc.

Several lessons follow in which certain peculiarities in the use of the French articles are illustrated, and some new verbs introduced; e. g. "Reveilhac eats the nuts of Gardembois." "Schermer cuts meat. Schermer cuts the meat of Henri."

In lesson 23, the adjective of color is introduced. Here, for a few lessons, the rule of teaching all words in sentences is relaxed, and we find columns of such phrases as:

A black hat	Black hats
A white hat	White hats
A red book	Yellow books
A green book, etc.	Green books, etc.

Other adjectives are introduced in a somewhat promiscuous order, as, round, long, square, good, bad, strong, weak, old, young, straight, crooked.

In the 27th lesson, names of members are introduced, and in the 29th the verbs *have* and *see*; e. g. "Mr. Lenoir has two chairs. Navarin has nine long tables. Mr. Lenoir has eighteen inkstands. Mr. Lenoir has four blackboards. Navarin sees fifteen houses. Mr. Lenoir sees fourteen dogs." And a little further: "Give thirty-five books to Navarin. Give forty-seven cherries to Henri. Give thirty-nine pears to Razé.

In lesson 37, the conjunction *and*, is thus introduced:

A book, a book, a book—three books.  
A book, a copy-book—a book and a copy-book.

The personal pronouns, and the conjugation of the verb in the present tense are taught in lesson 40. The following, from lesson 42, will serve as a specimen of the illustrations:

"I have a bitch, she eats bones.  
I have two dogs, they wag their tails."

In lesson 48, the verb *to be* is introduced in the present. As specimens of the illustrative sentences, we quote :

"I am tall. Thou art little. R. is fat, he is wise. Pauline speaks, she is young. C. and H. are indolent, they are ignorant."

After some lessons on the prepositions, *to, from, on, under, in, with, between*; the divisions of time are introduced in lessons 57, 58, 59; and in lesson 60, the three simple tenses are introduced on this wise:

"I draw,	I have drawn,	I shall draw,
Thou drawest,	Thou hast drawn,	Thou wilt draw,
He draws, etc.	He has drawn, etc.	He will draw, etc.

These three tenses are then illustrated in a variety of sentences, e. g. "Damour and Faget will eat cake next Sunday."

The *Cahier* of the first year concludes with some lessons on negation and interrogation.

It is unnecessary to pursue the analysis of this course farther. So much as is here given will suffice, by comparing it with the analyses heretofore given of the lessons of Pendola of Sienna, and Cook of Edinburgh, to show the great difference between the methods used in different European institutions.

The lessons of Mr. Pelissier, while they bear some general resemblance to those of Mr. Lencir, seem quite closely copied from the course of his own teacher, the Abbé Chazottes, of Toulouse, as analyzed, in considerable detail, in the fourth circular. Beginning with the phrases:

"Bring a book  
Bring a penknife," etc.;

(avoiding at first nouns feminine;) the pupil is taught the six personal terminations of the verb, and the three "absolute" tenses, in the fifth lesson, or as soon as he knows the names of a score of familiar objects, with the regular formation of the plural. The lessons pursue the nomenclature of familiar objects, each introduced in a short sentence; e. g. (Lesson 8.)

He has broken	{	a glass
		a decanter
		a plate
		a pot

and (Lesson 11,)

He will buy {  
a carriage  
a cart  
a house  
a chateau

In Lesson 12, the definite article is thus illustrated:

Bring a book—put down the book.

He looks at { a cock  
a dog  
a cat

He will buy { the cock  
the dog  
the cat.

In Lesson 26, (the lessons are generally of such a length as may be learned in a day or two,) adjectives are introduced; and in lesson 34, the verb *to be*, in such examples as:

I am sick  
Thou art sick  
He is sick

We are sick  
You are sick  
They are sick.

The verb *have*, expressing property or possession, appears in lesson 42, e. g.

I have  
Thou hast  
He has

{ some money.

We have  
You have  
They have

{ some money.

In Lesson 47, the forms of language already taught are employed in forming little descriptions, or characters, e. g.

“Felix is studious, obedient, pious, modest, honest, quiet; Mr. Pelissier loves this child much.

“Picart is indolent, conceited, vicious, lying; Mr. Pelissier does not love this child.”

The above specimens may be regarded as fair samples of the lessons in question. It appears to us that they carry to the extreme the principle of teaching words only in complete sentences. We are strongly inclined to doubt whether a column of names will be more interesting to a deaf-mute pupil, or better remembered, because each one is preceded by, “He looks at,” or “She tears.”

( E. )

## DEAF AND DUMB ASYLUM AT ROME.

[Correspondence of the New-York Evangelist.]

ROME, *April 29th*, 1851.

I have just parted with Dr. Peet, President of the Deaf and Dumb Asylum at New-York, who has been here for the last two weeks, with his son and three of the pupils of his institution. We have had many American visitors here at Rome this winter, who in one way and another, have made a favorable impression in regard to the civilization and character of our country—but none who has done us more credit, as far as attention has been drawn to them, than these pupils of Dr. Peet.

Beggary in this land is an honorable and sacred profession ; and the various afflictions of life which can be turned to account in this department, have, in the course of centuries, acquired a certain commercial value, which is uppermost in the minds of a large part of the people in the observance of them. A stroke of the palsy, for example, is worth a comfortable living to a man exposed upon the public square—a case of blindness will support a large family, if it obtains a good street to show itself; and to be deaf and dumb may be considered equal to the title by divine right of “your royal highness,” among beggars. The sight, therefore, of these intelligent, polite, and gay-hearted young men with Dr. Peet, raised above the insulting pity of the world by education, and only distinguishable from the other educated gentlemen from England and America, by the circumstance of their conversing by signs instead of with the voice, excites admiration and surprise; and elicits warm praises of our country, whose institutions produced such results.

I made several visits with Dr. Peet to the Deaf and Dumb Asylum of this city, located near the baths of Diocletian. The buildings are very large, and the halls and chambers such rooms as we do not see in America, on the old Roman scale of grandeur. They were,

however, originally built for manufactories, and have been used for the present purpose only since 1841. No such structures have been erected in Rome for half a century. They could be made to accommodate about 400 pupils. The buildings and garden cover about two acres.

We found there fifty boys and fifty girls, under the instruction of four priests and four nuns, occupying separate buildings. There is also a director, a priest who oversees both departments, and the institution is under the patronage of Cardinal Brignoli, (not of the Cardinal Vicar, who has charge of all the other schools of Rome.)

The director is paid ten dollars a month, with six dollars allowance for table; the professors, all of them writing themselves Don, receive six dollars a month and the same for table. Each pupil pays four dollars a month, and for this receives clothes, books and everything. Such are the pecuniary resources of the institution: it has not a dollar of funds, and receives no appropriation from government or aid from any society. They looked, indeed, poverty stricken there; but we could not understand how they managed to live as well as they do. The rooms were well kept, and the holiday clothes of the boys were clean and becoming. The Dons shrugged their shoulders to their very ears, when we asked what salary they had, and exclaimed that it was *una sachezza*, that is, a little shocking affair. But they added, "we make this properly a work of charity."

We could not examine thoroughly into their course of instruction—we observed, however, that they had no books except a few pictured cards for beginners, and no other apparatus than the black-board; the instruction is wholly by writing, and they are kept down very closely to grammatical signs. They use action, as they call it, in their familiar conversation out of school, and also in the Sunday preaching; but in this department Dr. Peet considered them very far behind our institutions not only in proficiency, but also in naturalness. The Dr.'s pupils and the scholars were here able to converse readily with each other, and they kept at it very briskly to the great delight of the poor Dons and the pupils. While we were all out in the garden, one of the Dr's pupils described the scene of Christ stilling the tempest so beautifully and intelligibly, that the whole school testified continual surprise and pleasure. One of the Roman pupils then described the trial and crucifixion of Christ, which also was well done, and perfectly intelligible to our pupils. The distortions of the Roman pupils were, however, painful.



The mornings and evenings at the institution are given to study, and the afternoons to work at trades. They have master-workmen to overlook them at tailoring, shoemaking, carpentry, and professors of drawing and sculpture. The proficiency of some of the pupils in these last branches is surprising. The studies were all of figure, we saw no landscape drawing. A course of drawing in figure precedes the modeling in clay, (this is the custom throughout the country.) We saw several finely modeled busts, also some statues, and some original bas-reliefs. This was the most interesting part of the institution to our party. It would seem from what we could learn there, that the deaf and dumb possess generally a great aptness for the niceties of these branches of the fine arts. None of the pupils had been under instruction in these departments more than two years, yet their works were good copies of the most celebrated masters—such, for example, as a Holy Family, after Domenichino, and the Apollo Belvidere.

The Dons were delighted with a copy of one of the books used in our institution, and allowed that we must be very far in advance of them. They, however, do admirably well under all their disadvantages; without funds, and uncheered by any apparent interest from without, in what they are doing. The institution is under a gloomy ecclesiastical discipline. Even the professors are held to rules which allow them to walk out only twice a week, and on festa days. The joyous nature of youth is there crushed under a load, such as only tough old saints can carry. The heavenly race for them is first a tread-mill.

It appears by the census of 1840 that there were at that time 2,500 deaf mutes in the State. As early as 1828, there was some attempt made at instructing them, but for twelve years previous to 1841, the best that could be shown upon this subject was a collection of about twenty of this class, in a poor house, and a ten dollar college professor, who went over from the university so many times a week to instruct them. The institution we visited was opened in 1841, and is the only one in the country. But although they offer to take all sent them for four dollars a month, yet such is the inertness of the country, and the burthen of its taxes for other things, that out of nearly two thousand of this unfortunate class, less than one hundred can be gathered into the asylum, upon even these terms. The poor Dons deserve great credit and sympathy; they do the best they can in their narrow circumstances; but under the present regime in the State, no educational institution can prosper, except feebly and in a certain line with the officers of Government and the Church.

(F.)

COURSE OF INSTRUCTION OF THE ABBE PENDOLA.

The principal work of the Abbé Pendola is his "Course of Practical Instruction for Italian deaf mutes."\* A brief analysis of this work, which, as we have seen, is used as a guide for the lessons in language in the schools for deaf mutes throughout Italy, seems necessary to complete our account of those schools.

Mr. Pendola takes care to apprise us in his preface that his merit in this work is mainly that of a compiler. The general plan of the work, he states, is that of Bébien's Manual of Practical Instruction; "with such modifications as are required by the different idioms of the French and Italian languages. The nomenclature of the grammatical part, however, borrowed from the good Assarotti, venerated as the father of our (Italian) institutions, and finally some hints were derived from the Fourth Paris Circular."

A comparison with the Manual of Bébien shows that to the outline and models of lessons in the Manual, Pendola has not only added several long half-methodical-half-alphabetical vocabularies of nouns, adjectives, verbs, adverbs, etc., a few examples of little narratives and descriptions, like those of Chazottes in the Fourth circular, the forms of interrogation and dialogue of Saint Sernia and Gard in the same circular, and many examples of disconnected sentences designed to illustrate either single words, or forms of construction, but has changed the order of lessons and the processes of instruction of the eminent French teacher much beyond what the differences of the two languages require, and in our view, not always for the better. It struck us that in the most noticeable of these changes, the Italian teacher was governed by the authority of Sicard, but we do not find any intimation that our author has consulted Sicard's course of instruction. Perhaps in those points, Pendola copied from Assarotti, and the latter from Sicard.

\* *Corso di pratico Insegnamento per il Sordo-muto Italiano, compilato da Tommaso Pendola, delle Scuole Pie. Siena, 1842.*

The work before us begins with some preliminary observations on the importance of studying, cultivating and improving the language of gestures as the means of communication between teacher and pupil. Design is next introduced as a "means of extending and rectifying the language of gestures;" and the Manual alphabet as a convenient means of repeating words. The author explains that the somewhat ungraceful and inconvenient one given in his book, was chosen, because he found it in general use throughout Italy. This hardly appears to us a sufficient reason for adopting a defective alphabet, when there is a much better one already known and in extensive use. We should hold that the teacher ought to select for use in the school-room the manual alphabet best adapted for the convenience of teachers and pupils. The friends of the latter will readily learn it from them; and if a different one is already prevalent in the community, the deaf mutes will readily acquire the use of that too. In our American schools for instance, we use only the French or one handed alphabet, but many of our pupils have, of their own accord, learned to use the English or two handed alphabet, which they use with the utmost readiness when they meet persons who know only the latter alphabet, and all of them would readily learn to do the same if should they find any particular occasion to use that alphabet.

In the Italian manual alphabet, part of the letters are made with one hand, part with both, and nearly half by putting the fingers to different parts of the face or person.

The method chosen to lead the pupil to associate the written word with the object and its sign, is that of Bébien. "Show the figure of the object, and the pupil will make its sign. Point out with your finger the written word under the picture, and by an enquiring glance, ask him what it means. If he does not answer, you will affect to consider this word attentively, and make for it the same sign which the pupil has himself just made. Carry your finger once more to the picture; the pupil will renew the sign; remove your finger to the word, and at this second trial the pupil will not fail to repeat the sign himself. Show him the same word written on paper or on the slate, and if he stands in doubt, make him observe the perfect resemblance of this word to the one written under the picture. The pupil will make for it the same sign, and henceforward, he will repeat the sign without hesitation every time you show him the word. You will then pass to figures and other objects repeating

the same process." This method seems judicious, but in our view the readiest and most impressive mode would be by calling in some person who can read, who on seeing the word, will immediately point to the object.

The first *Lesson*, (or rather *Chapter*.) of the work before us, embraces a vocabulary of about a thousand names of material objects. This nomenclature we should regard as much too long to be committed to memory before passing to phrases and sentences. Neither is the arrangement such as we should prefer. It is divided into a few general classes, and under each class the names are arranged alphabetically; e. g., 1, "instruments and their parts;" as: axe, anchor, awl, box, bridle, bell, chain, cymbal, crutch, harp, hinge, hoop, etc., gun, [barrel, lock, stock, etc.] Then follow machines and their parts, including ship, boat, carriage, spinning wheel, etc., "movables, fixtures and their parts," classing together a bed, a chair, and a door; "places and their parts," including field, wood, house, well, city, and hay-loft, "buildings and their parts," of course repeating some of the names in the last section, and after several similar classes, towards the end we reach articles of dress, food and drink, minerals, (as gold, gravel, pitch, pewter, platina,) vegetables and animals.

By this arrangement, which seems to us to have been very hastily sketched out, the teacher loses two advantages, not of small importance in the earlier part of the course, which by Bébian's method and our own he can secure,—*first*, that of teaching chiefly short words while the pupil's memory is as yet unpracticed, and *second*, that of selecting for the first lessons the names of objects most familiar or most interesting to the pupil, or which can most readily be shown to him. To illustrate our meaning, in the course we are examining, while in the first page or two many long or unimportant words are presented, e. g. *alabarda*, (halberd,) *archipendola*, (plum-et,) *banderuola*, (weathercock,) *contrabbasso*, (bass-viol,) etc., the greater number of words most useful and interesting to the pupil, (as hat, coat, shoe, bread, milk, meat, peach, fig, dog, horse, cow, bird, fish, etc.) are reserved to the latter part of the vocabulary, where they will not ordinarily be reached for several months. And we may add that the alphabetical arrangement of each section separates the most similar objects, and brings together the most incongruous. In short this nomenclature has neither the advantages of a true *ideological* vocabulary, nor the practical convenience of a short collection of the names of familiar objects for the first lessons.

The exercises on this nomenclature are, as far as they go, judicious. They consist in presenting the pupil a number of pictures of objects, requiring him to give the sign and name of each ; and *per contra*, requiring him to make the sign and show the figure when the name is pointed out. As a farther test of his recollection of the word itself, and not of its place before or after other words, the teacher will write on the black board the words of the vocabulary in a different order from that in which they were first taught. For explaining the meaning of words, the use of a picture dictionary of the Italian language is recommended.

Two or three lessons follow, designed to lead the pupil from the natural distinction of sex, to that artificial distinction of gender which forms one of the great difficulties of most European languages. The formation of the plural, and the simple numerals are next introduced.

In the fifth lesson, (which however the reader must not understand to be reached in *five* days, or even *five months*,) the demonstrative *that*, and the definite article *the* are introduced. The meaning of the latter, (which Bébien properly deferred to a late stage of the course,) is to be explained by signs,—quite a difficult task at this early period, when the pupil has not, as yet, learned a single verb. To test whether he has understood the explanation that *a book* means any book whatever, and *the book* some certain book already had in question, the teacher directing him by signs to *take*, writes on the black-board *a book*. The pupil takes some book at hazard. The teacher then by the same sign directing him to *take*, writes *the book*, and if he has comprehended the explanation of the meaning of this new word, he will bring the same book he has just had in hand.

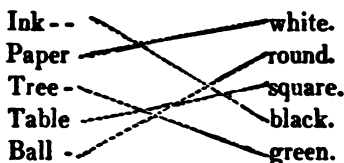
Other similar processes are employed, contrasting this article with *a* and *that*, the aim being to make the pupil perceive that “ the definitive *the* is the sign expressing a known, determinate object.” In our view, these explanations would be more easily given, and much more easily comprehended if deferred till the illustrations can be given in complete written sentences.

And we remark with some surprise, that the article, in the sense to impress which on the pupil so much pains are here taken, is seldom used throughout the course of lessons, and not at all till the 24th lesson, (the middle one of the book.) For want of noting that this article has two or more distinct uses, it seems to us that the explanation founded on such examples as, bring *a book*, take away *the*

book, etc., will only serve to confuse the pupil who for a long time meets the article only in such phrases as, "*the* stars are bright;" "*the* sky is serene;" "*the* snow is white;" "*the* oak is a tree;" "*the* crocodile swallows men;" etc.

In the sixth lesson, (or chapter,) the adjective is introduced, and a list given, classed as relative to the organs of sight, of hearing, of smell, of taste, and of touch; and finally, (which we should place second,) adjectives of form, dimension, and the like. We would make on this list the same remark that we made on the list of nouns, that it is too long to be committed to memory before the pupil learns to make practical use of the words it contains, and embraces many words difficult for young pupils to understand or to remember. For instance, we would hardly think of teaching to a deaf mute who, as yet, is unable to write or understand the simplest proposition, such words as visible, invisible, transparent, brilliant, harmonious, navigable, tempestuous, fertile, internal, salubrious, insoluble, voluminous, conical, horizontal, and many more as difficult. The ordinal numbers to *tenth* are here introduced with the adjectives, quite unnecessarily, however, for they are not used for several lessons.

The next step is the one that shows the greatest divergency from Bebian's, and closest conformity to Sicard's course. Pendola does not indeed reproduce the ingenious and once celebrated but idle process by Sicard, by which the adjective is inserted in smaller letters in the body of the noun, to be then abstracted by lines which are translated by the verb *is*, as the link between substance and quality. But he employs another process of Sicard,\* more simple and rather more philosophical. Placing in one column a few names of objects, he places in a second column names of qualities so arranged that the wrong qualities, are placed against each object. The pupil is then required to connect by oblique lines, each adjective with the noun to which it may be properly applied, e. g.:



In this way the pupil is led to form and express by the line a judgment, sufficiently equivalent to the idea of the verb *is*. The *line* is then translated by that verb, forming the propositions.

\* See Sicard's "Cours d'Instruction," p. 55, (second edition.)

Ink *is* black.  
 Paper *is* white.  
 The tree *is* green.  
 The table *is* square.  
 The ball *is* round.

From this first form of the proposition, the transition is easy to the negative and plural forms. Ink *is not* white. The stars *are* bright.

This process seems a good one for the purpose. We cannot, however, approve this exclusive use of the substantive verb in the earlier lessons. The exercises seem to us too mechanical; in short, we think they want definite meaning and practical life. The pupil may go on *ad infinitum* writing *green grass*, and *grass is green*; *sweet sugar*, and *sugar is sweet*; *the bright stars*, and *the stars are bright*, without ever appreciating that there is any difference of meaning or use between the two forms. We would, therefore, greatly prefer Bébien's method; deferring this verb *is* till the pupil has made some progress in writing sentences, and then presenting it to him in such phrases as "That red apple *is* sweet," "That green apple *is* sour," "That blue flower *is* very pretty," etc.\*

In the eighth lesson, the celebrated Theory of Ciphers is introduced to distinguish the elements of a simple proposition, as:

1   2   1  
 The sky *is* serene.†

The next lesson is devoted to the conjunctions *and*, and *neither*, *nor*. Of the manner of teaching these the following will serve as a specimen:

The snow *is* white;  
 The snow *is* cold;  
 The snow *is* white; }  
       "    "    " cold; } and  
 The snow *is* white *and* cold.

By similar contrivances are obtained the forms, "The paper *and* the curtain *are* white;" "The rose *is neither* green *nor* unpleasant." We have omitted the "cyphers" 1, 2, placed over the parts of each proposition. They do not seem to us to be in this place of any particular utility. And indeed, after this lesson, they are laid aside till towards the middle of the course.

\* See Bébien's Manual, vol. II. p. 96, and our "Course," Part I. p. 301.

† See Sicard's "Course," pp. 52 and 58.

Two or three lessons follow, in which, returning to the classification of objects in the first section, the single verb which the pupil has learned is applied to such assertions as—The axe *is* an instrument; the chair *is* a moveable; the lion *is* a quadruped; the oak *is* a tree, etc. Here, for the first time, (and we should judge, from the number of words he has previously had to get by heart, hardly earlier than the second year,) the pupil is taught the proper names of his classmates, and other persons known to him. It would appear that he is continually exercised in the same eternal form of the proposition; the distinction between man and the brute being noted, he is made to write, Peter *is* a man; the ox *is* a brute; the stone *is* a mineral, etc. In the twelfth lesson, our author, evidently delighting in generalization, reduces all objects in the universe to the two great classes of *manufactures*, (made by man,) and *creatures*, (the work of God.) This lesson we should consider as requiring rather too much comprehensiveness of observation and maturity of judgment from a pupil who, as yet, knows not the name of a single action or process by which a thing may be made or manufactured.

“The idea of the *man* and of the *brute*,” says our author, introducing his 13th lesson, “taught by the preceding method to the deaf mute, require to be completed by means of some adjectives or modifications which are almost always joined to them. In fact, the man considered as a physical being, offers certain organic qualities, good or bad, and regarded as a moral being, manifests certain qualities, *virtuous* or *vicious*, from which proceed the habitudes which are called *virtues* and *vices*. Moreover, man is a social being, and considered in this point of view, exercises professions, arts, trades, is linked in ties of relationship, is called to offices and dignities, with which are associated diverse titles. Hence the necessity of a vocabulary designed to express this new series of ideas, to complete the idea of man.

“The brute has equally certain physical qualities, as *wooly* for the lamb, *strong* for the ox, etc., and has even particular instincts which society has agreed to designate *improperly* by the names of certain of the moral qualities of man, as, *meek* lamb, *treacherous* cat, etc.

“We have now brought the instruction to such a point that we can easily be understood by the deaf mute on the subject of this nomenclature. The method already used for teaching the qualities of objects can be applied here. We will content ourselves with ex-



plaining these words so that the pupil shall learn to associate with them the sense which they properly bear in our language."

We have cited this passage at length as characteristic of the metaphysical spirit which has governed the plan of the work. To us it appears that the learned and excellent author, has forgotten, that the end in the early lessons should be not to exhaust the nomenclature and study the scientific classification of objects and qualities; not to make subtle metaphysical distinctions having no influence on the grammatical forms of speech, but to lead the pupil, by the shortest and easiest route, to understand and to compose simple sentences, expressing not merely a judgment or affirmation of quality or of classification, but rather such little incidents as are most interesting to children; in short, to make the deaf-mute pupil's daily lessons in language conform in some measure to the ordinary train of his spontaneous thoughts. Thus we shall more readily lead him to associate his own ideas with our words and forms of speech; and this point gained, we shall find ourselves on vantage ground for elevating our pupil's ideas in proportion as we elevate the language and subject of his lessons.

To make fully intelligible to a deaf mute, whose knowledge of language extends only to a list, well or ill remembered, of nouns and adjectives, with the single verb *is—are*, in the present tense only, the long list given in the lesson before us, of qualities, physical, moral and instinctive, of professions, of degrees of relationship, of offices, dignities and titles, from *majesty* to simple *signor*, (mister,) and from *His Holiness* down to *Reverend Father*, would seem to most teachers a difficult and wearisome task; and we may judge from this that the Abbé Pendola relies to a very considerable extent on the power of the language of gestures in explaining complex ideas. We should at this early stage of the pupil's progress in language hardly dream of introducing, for instance, such terms as *inventor*, *discoverer*, *luxurious*, *vindictive*, *blasphemous*, *astronomer*, *jurisconsult*, *heir*, *ambassador*, *seraph*, *holy martyr*, etc., etc.

In lesson 14, our author returns to Bébien, and explains the most common and important divisions of time; and in lesson 15, the personal pronouns, as preparatory to the "first notions of the conjugation," in lesson 16.

Here it is rather curious to find our author, who has no hesitation in presenting to his pupil such phrases or propositions as, *His Ho-*

liness the Pope; a presumptuous man; the lion is strong, generous, ferocious and fearless; the dog is vigilant and faithful, etc., yet recoiling before the difficulty of making the pupil appreciate such simple phrases as, *I walk, I eat*. It is indeed true, as he remarks, that the verb *to be* simply asserts or "attributes," while other verbs are complex, expressing in one word both "*existence*" (we should rather say *assertion* combined with *time*) and some modification of *quality* or of *action*. But, in our judgment, the Abbé has greatly exaggerated the difficulty, and (with Bébien) we would prefer to introduce the simple action first, (under the form of the participle, as, "a boy walking,") and then add to it the ideas of time and assertion, (that boy *is* walking; that man *walks often*.) Pendola, indeed, separates the action from the "*existence*," (i. e., assertion in time,) but as we have seen, in his method, the latter idea, the more complex and more difficult of the two to be seized and expressed distinctly by a deaf mute, is introduced long before the pupil is taught a single word expressing an action.

Our author explains the personal terminations of the verb on this wise:

I walk --	I am walking	I ----
now,		now,
Thou walk--	Thou art walking	Thou ----est.
now,		now,
He walk--	He is walking	He ----s.
now,		now,

It may be proper to observe that in Italian, *I am walking*, and *I walk*, do not form distinct tenses of the verb, as they do in our own language.

In the 17th lesson there is given a long list of verbs in the infinitive, each exemplified in a short sentence. Our author still adheres to his old principles of classification, and instead of arranging his verbs, as we should do, according to their grammatical construction, classes them as "relative to material objects," (e. g., "The axe *cuts* wood;" "The bell *rings*;" "The bottle *holds* the wine;" "The tree *grows*;" ) relating to the five senses," (e. g., "Man *sees* the sky;" "Peter *looks* at the box;" "The dog *smells* the bread;" ) "expressing the voice of man or brute;" "relative to food;" "relative to various professions;" (e. g., teach, preach, saw, kindle, cook, fish, etc.)

In the next two or three lessons, the verb *have* as a mark of property or of possession, and the prepositions are introduced, much in the manner of Bébien.

In the 20th lesson the theory of ciphers is again brought forward, and carried out in full, e. g.:

1        1        2        3    4    5

The diligent Peter has written a letter to Antonio.

The 21st lesson is devoted to the oblique cases of the pronouns, the 22d to the passive verb, and the 23d to the pronominal (reflected) and the unipersonal (impersonal) verbs.

In lesson XXIV, (the middle lesson of the book,) for the first time, we have some examples of little narratives and descriptions, (chiefly imitated from those of the Abbé Chazottes, in the fourth circular,) in which the forms of language already learned are put to practical use, e. g.:

“A child went into a garden; he saw a bee on a flower, and caught that bee. He squeezed the bee in his hand. The bee stung the child. The child let go the bee and cried.”

It appears to us that the Italian deaf mute can hardly reach this point of his course before the third year, perhaps the fourth. In our American schools the pupils learn to understand and compose themselves such little narratives before the end of the first year. We do not affirm by this that our pupils learn more in one year than the Italian deaf mutes do in three, but that their knowledge of language is much sooner put to practical use; and probably they do learn more of the forms of construction, (if not as many single words,) in one year, than the pupils of the Italian schools do in two or three years.

After a few lessons on possessive pronouns, and the pronominal idioms of the Italian tongue, abstract nouns are introduced in lesson XXX. Our author derives the *abstract* from the *concrete* after this fashion:

The paper is white,	}	whiteness.
The curtain is white,		
The handkerchief is white,		

His idea is that as a *knife*, an *oar*, a *hammer*, a *gun* etc., are classed together, to obtain the general term *instrument*, or a *lion*, an *ant*, a *pike*, a *hawk*, etc., to obtain the general term *animal*, so a number of white objects brought together will give the general or abstract idea of *whiteness*, and so of other qualities.

A copious list of abstract nouns follows, classified in the same manner as the adjectives were, (beginning with those that relate to the sense of sight, and ending with those that relate to moral qualities,) each illustrated in a sentence or two, in which the forms of language previously taught are introduced; e. g.; "*Color* makes beautiful the scene of nature." "*The whiteness* of the shirt is great." "*You observe the blackness* of Peter's hat." "*The English have not the serenity* of the Italian sky." "*The ball rebounds by its elasticity*." "*The rich man covers the nakedness* of the poor." "*I have seen all the people in great tumult*." "*The distance* between Florence and Sienna is forty miles." "*The college Tolomei is at a little distance* from the deaf and dumb Institution." "*Death* is the beginning of eternity." "*Benjamin Franklin made the discovery* of the lightning rod." "*Study with attention*; the inattentive youth will not learn." "*Love* is inclination towards an object." "*Many evils arise from imprudence*." "*The man without gratitude* is a monster." "*Envy* gnaws like a worm the heart of man.

It will be seen from these examples that no attempts are made to arrange this class of words according to their grammatical construction, or by bringing together a number of phrases embracing the same preposition before the abstract noun, to lessen for the pupil the great difficulties presented by the tropical use of the preposition in such connections.

Lesson XXXI is a collection of verbs, each exemplified in a sentence, expressing intellectual and moral actions, e. g. "*The preacher has converted* a very wicked man." "*I will defend* my prince." "*J. C. has satisfied* the eternal Justice for our sins." "*The christian renounces* the world, the devil, and all the pleasures of the earth." "*Judas betrayed* J. C."

In the next lesson, adverbs are introduced. Following, in part, a process of Sicard, (properly condemned by Bébien,) our author thus transforms *mano* (the hand) into the adverbial termination *ment*.

1	2	3	4	5
Io batto la tavola con mano forte,				
<div style="border-top: 1px solid black; width: 100px; margin: 0 auto;"></div> fortemēt.				
(I strike the table with strong hand,)				
<div style="border-top: 1px solid black; width: 100px; margin: 0 auto;"></div> strongly.				

The cyphers 4-5 are then combined together as the symbol of the adverb.

To us it seems to be placing the pyramid on its apex to teach that the adverb is always to be decomposed into a preposition and a noun. It is far easier for a deaf mute to understand and use correctly such phrases as *run swiftly, walk slowly, write carefully*, than for him to learn the correct use of the nouns *swiftness, slowness, care*, etc. We should prefer, therefore, to derive the symbol of the adverb from that of the adjective.

After this explanation, a list of near three hundred adverbs follows most of them words of inordinate length, e. g. *abominevolmente* (abominably,) *confidenzialmente*, (confidentially,) *involontariamente* (involuntarily.) A few phrases are added in which adjectives are placed after verbs, for the pupil to correct by changing the adjectives to adverbs; a process much more to the purpose than that by which adverbs are first attempted to be explained.

Lesson XXXIII is devoted to the copious terminations of the Italian language, by which augmentatives and diminutives are formed, and from these the transition is easy to the degrees of comparison.

In the next few lessons are successively introduced relative pronouns, definitions, (as, "The air is a fluid which surrounds the earth, and without which men cannot breathe"); the forms of interrogation, and dialogues, transformed into narratives, descriptions, or letters, (after Saint Sernin and Gard.) Several short lessons follow on some of the conjunctions.

In lesson XLV the conjugation is fully developed, this lesson, (or chapter) occupying over thirty pages. Interjections are treated of in the next lesson, and the 47th and last is devoted to the explanation of grammatical construction, and the difference between *simple, compound, and complex* phrases.

To the course we have examined, Mr. Pendola has added a little volume of "Graduated Lessons in Reading for the Italian deaf and

dumb,"\* the idea of which, he informs us was suggested by the "Phrases Primordiales"† of Mr. Piroux of Nancy, one of the most eminent French teachers.

These graduated exercises appear well adapted to the use of deaf mutes. They begin with a series of the very simplest sentences, without either conjunction or preposition, e. g. "The axe cuts wood." "The clock shows the hour." "The mill grinds the grain." "The hail wastes the fields." "Lead is heavy." "Sugar is sweet." "The swan is white." "The master teaches." "The scholar learns." A series of sentences from Scripture history is introduced; and the sentences become more *compound* by the use of the conjunction *and*, e. g. "The shepherds and the magian kings adored the child Jesus." "Jesus Christ healed the blind, the deaf and the sick." Various familiar, scientific, religious, geographical and historical notions are also imparted in the "compound phrases," but in no manner of order, e. g. "Glass and porcelain are brittle." "Nero, Diocletian, Caligula were cruel emperors."

From the compound, the author passes to the *complex* phrases, in which prepositions and other parts of speech are introduced, e. g. "Many deaf mutes live without instruction." "God appeared to Moses in a burning bush." "Arsenic is a very dangerous poison." In these sentences the words given in the vocabularies contained in the course are repeated.

Proceeding to phrases both "compound and complex," (e. g. "Natural History is the knowledge of all things that are upon the earth;") the author gives an outline of Natural History, drawn up in a series of separate sentences; to which is added an account of man, of trades, of the arts and sciences; and an outline of ethics and of religion. An appendix contains rules of orthography, models of letters and of business papers.

A third work of our author is a little pocket manual of prayers and meditations entitled, "The Good Angel of the Deaf-Mutes,"‡ a title referring to the old belief that every human being is attended through

\* *Esercizj Graduati di Lettura proposti da Tommaso Pendola delle Scuole Pie ai Sordo-muti Italiani.* Siena, 1844.

† *Phrases Primordiales, Simples, complexes et composées, à l'usage des Sourds-muets*, par M. Piroux, Directeur de l'Institut des Sourds-muets de Nancy. Paris and Nancy, 1842.

‡ *Il Buon Angelo del Sordo-Muti.* Siena, 1843.

life by a good and an evil angel; as we gather from the text taken from Psalm 90, (91, verse 11, in our version,) which in our author's version is made to read, "God has committed the care of thee to his angels, and they shall be thy keepers in all thy ways." As a specimen of this work, we take the following from one of the earliest prayers in it.

"Holy Mary, Mother of God, pray for us sinners now, and in the hour of our death. Amen.

"Guardian Angel mine, enlighten me and protect me this day.

"O Patriarch St. Joseph, intercede with the Lord for me (to obtain for me) final perseverance.

"S. Joseph Calasanzio, intercede (to obtain) for me the virtue of patience.

"S. Tommaso d'Aquino, intercede (to obtain) for me the virtue of purity.

"S. Philip Neri, intercede (to obtain) for me humility.

"S. Luigi Gonzaga, intercede (to obtain) for me the virtue of obedience.

"Sainted men and women of Paradise, pray God for me.

"My Jesus, mercy.

"My Jesus, give me your (thy) Paradise.

"I believe in You, (thee) my God.

"I hope in You, my God.

"I love You, my God, and love, for your sake, my neighbor.

"Glory to the Father, glory to the Son, glory to the Holy Spirit, as it has ever been, as it now is, as it will be forever. Amen."

It only remains to mention a little pamphlet of our author on the statistics of the deaf and dumb in Tuscany,\* and an eulogy on the Professor Don Severius Fabriani, one of the most distinguished Italian teachers, founder of the school for deaf-mute girls at Modena,†

\* *Tavola Statistiche dei Sordo-muti esistenti nel Granducato di Toscana al termine del Anno 1843*, compilate de Tommaso Pendola, delle Scuole Pie. Siena, 1844.

† *Elogio del Professore D. Severino Fabriani, Istitutore delle Sordo-muti di Modena*, scritto dal P. Tommaso Pendola, delle Scuole Pie, Direttore del regio Istituto Toscano de Sordo-muti in Siena. Siena, Tip. del R. Istituto Toscano dei Sordo Muti. 1849.

from which we learn that Fabriani, who died 1849, at the age of 57, was led by the total loss of his voice, to engage in the instruction of the deaf and dumb. He opened at Modena a private school for deaf-mute girls, which in 1828, became a Government Institution, and for the direction of which he founded a new religious order, the Daughters of Providence. His successor is his nephew, the Abbé Pius Sirotti.

From the analysis which has been given of the course of instruction, it will be seen that our judgment of it is on some points unfavorable. Some of these objections may be obviated by the development of the course in the manuscript lessons, which we could not particularly examine.



( G. )

## JAMES EDWARD MEYSTRE.

BY ISAAC LEWIS FRET.

It was my good fortune, during a recent tour in Europe, to stop at the interesting village of Lausanne, in Switzerland. As one of the principal objects of attraction, I visited the Institution for the Blind, under the direction of Mr. Henri Hirzel, a gentleman who will be favorably recollected, as having taken a somewhat prominent part at the Convention of the Instructors of the Deaf and Dumb, held in New-York a year since. The Institution, over which he presides, is a remarkably neat and elegant building, situated on a high elevation of ground known as "*The Signal*," and commanding a fine view of the Lake of Geneva, at a point where its placid waters lie embosomed amid some of the most picturesque cliffs of Switzerland and Savoy. He received us with enthusiasm, conducted us through every portion of his establishment, and gave us the best facilities for judging of the attainments of his pupils. A portion of the building is devoted to the purposes of an eye infirmary, the remainder, to the accommodation of those who, enshrouded in irremediable physical darkness, may yet have the light of knowledge poured upon their minds. In the instruction of the blind, Mr. Hirzel has evidently brought an enlightened philosophy to his aid, while his mechanical contrivances for aiding them in writing and printing, surpassed anything we saw even in Paris. The best evidence, however, of genius on his part, was his success in the instruction of a deaf, dumb and blind young man, named James Edward Meystre, to whom he introduced us. By means of the manual alphabet of the Abbé de l'Epée, Mr. Hirzel informed him that we were from America, that my father was at the head of the Institution for the Deaf and Dumb in New-York, and that three of our company were deaf and dumb like himself. What was our surprise when this blind deaf mute repeated in quite a distinct tone of voice, what his teacher had told him, and then with a little apparatus, prepared for the purpose, stamped it on paper! As his teacher communicated it to him, he turned to us with a smile of pleasure and welcomed us, saying by signs that he understood. At the word America, he pointed to his teacher and

made signs for sailing over the waves. We were also quite gratified in looking over some of his independent compositions. We afterward saw him in the workshop at his turning lathe, chiseling with remarkable skill and exactness. A number of articles made by him, beautifully executed, were exhibited in a case. They would have been creditable to any workman. As we left, Mr. Hirzel presented me with a pamphlet in which he had traced the particulars of his intellectual development. As this case is, in many respects, very remarkable, and is probably unknown to American teachers of the deaf and dumb, I have prepared the following literal translation of Mr. Hirzel's pamphlet, as perhaps the only means of bringing it before their notice:

### JAMES EDWARD MEYSTRE.

Some time previous to the establishment of the Asylum for the Blind in Lausanne, I heard of an unfortunate accident which had deprived of sight a deaf-mute child, whose parents resided in this city. It was not, however, till about three years later that I first visited this unfortunate being. One summer evening, I found him seated before his door, by the side of his mother, who is, so to speak, always gasping under the weight of affliction, for she has yet another deaf-mute son, and is in other respects in difficult circumstances. This woman besought me to interest myself in her poor Edward, and he himself expressed to me that his mother would take him to the house for the blind when the masons should have finished the walls; that there he would be taught concerning pretty things; that he would then often eat meat, cake, etc.

The admission of this young man not being practicable immediately on the opening of the Asylum, the mother, ever exceedingly anxious for her child, believed that we were unwilling to receive him, and set herself to pleading his cause with an eloquence which only maternal love could inspire in a woman without education. In this extremity, she came to me one day and seeing that I still postponed the time of her son's entrance, she took him by the hand and cried out in a tone of despair: "Yes, I see how it is: every thing is done for others; but to the poorest of the poor, the heart is closed."

The committee had anticipated this appeal by sending the conditions of admission to Meystre's commune. The municipality replied, through the pastor, that until that time the commune had given the mother of this poor young man, thirty-six francs a year to aid in supporting him, and that henceforward it was proposed by with-

drawing these thirty-six francs from the mother, to give forty francs a year to the Asylum for the Blind, for the maintenance of the poor young man. As our establishment had as yet no resources, the committee, persuaded that the State would agree to pay a sum equal to that which the municipality in question had just offered us, besought it to make application for that to the government, which was already benefactor of two other pupils. On the 5th of February, 1845, the pastor gave us the following reply: "It is my duty to let you know that the commune of Thierrens has decided not to make application to the State for aid in behalf of the poor child Meystre who is deaf, dumb and blind, and not to favor any more his admission into the Asylum for the Blind. This commune fears, that the child, once away from his mother's house, she will disengage herself entirely of him and be willing to do nothing more for him, leaving him entirely to the care of the commune. The municipality of Thierrens prefers to give something additional to the mother and have her keep the child with her, seeing that he will be equally able to learn nothing in the Asylum. I give simply the answer as it has been communicated to me." We then understood that we needed facts to convince others, and the committee admitted this young man at the expense of the establishment, hoping to obtain some results.

The Meystre family, originally from Thierrens, has long resided at Lausanne, where James Edward, the youngest of five children, was born the twenty-fifth of November, 1826: his oldest brother is a deaf mute from birth. At the age of eleven months, when Edward began to lisp the words papa and mamma, he was attacked with the small-pox. His eyes, at first threatened by this malady, were preserved; but he lost hearing, and as a consequence, speech. Residing in the neighborhood of an infant school, the mother, in order to *bring him under subjection*, as she expressed herself, sent him there at the age of two years, and he attended it until the period when a second catastrophe again changed the circumstances of his existence.

It was the tenth of January, 1834. The clock was striking twelve, M., when the child, with a piece of bread in his hand, left his mother, to rejoin, in a neighboring house, the companions with whom he had been playing a few moments before. The proprietor of the house, his maternal uncle, was a carpenter, who had often lost wood through theft. A large watch-dog having disappeared, he had loaded a fowling piece with a light charge of small shot, and deposited it in a little room where his sons, the one a lad of

eleven years and the other younger, had been sent by their mother a little before the accident. The elder took the gun and directed it toward the door, which at this moment opened. The gun was discharged, and the young deaf mute entering received, at the distance of three or four paces, the entire contents in his person. His eyes were destroyed! The three children stood immovable. The mother overwhelmed by this intelligence and detained by her family, could not see her son till twenty-four hours afterward. When she came, he recognised her immediately, and entreated her not to leave him more, adding that *it was always night*. This change in the circumstances of his existence, procured a momentary confusion in his ideas concerning the succession of day and night. Previously accustomed to retire at twilight and rise at the dawn, he was awake at night and slept during the day, and it was not till the end of six or seven weeks that he recovered his original habits. Incensed by his recollections, he wished to have his cousin punished with death. When some one, in order to calm him, informed him that his cousin was already buried, he insisted on being conducted to the cemetery, that he might be shown his tomb. The mother, who could refuse him nothing except an impossibility, consented to his request, and conducted him near a new grave, where he satisfied his vengeance by stamping with a foot hardly yet firm, upon the stranger's tomb. A year afterward she presented this relation to him. Edward recognized him, and leaped for joy. He does not now allude, of his own accord, to the cause of his blindness, but when his attention is directed to it his figure expresses resignation rather than sadness. Before tracing the history of this event, I induced him to relate it to me himself. He then placed himself behind a door, depicted all the circumstances of the accident, and showed me how his head had swollen. After a pause of an instant, he said to me that he also had had two eyes and that it was very agreeable to see. He then turned pale. I interrupted him in his reflections, by directing his thoughts to the author of his misfortune, and he testified to me the pleasure he would have in taking him by the hand. His heart was evidently free from all rancor.

Edward Mesytre, therefore, became blind at the age of seven years. Before this period he passed a portion of each day in the shop of his father who was a carpenter. After he had lost his sight, this place was still his refuge, but only for a short time, for so soon as 1836, only two years after the accident, the father abandoned his business, and the child was deprived of a valuable resource. Thenceforward,

thrown entirely upon himself, he occupied his time, at home, with some joiners' tools, which his mother had laid by for him, and by degrees he made certain rude articles, such as mouse-traps, benches, &c. The mother has assured me that no mechanical instruction was given to her son, and that he was guided entirely by his recollections. The articles which he made, moreover, bear upon themselves the impress of this entire neglect from others. When he had become more vigorous, he went from time to time to saw wood at the houses of the neighbors, who in return gave him food. It was thus that I saw him occupied one day. He presented me his hands to show me how they suffered from this work, and I was painfully impressed with the thought that the sole sense which remained to serve his intellectual development, should receive such serious injury, through the necessities of life.

At length, on the tenth of June, 1845, at the age of eighteen years and a half, Meystre entered our establishment as a pupil. He had no difficulty in making himself familiar with his new situation, and was able to find his way about the house alone at the end of a few days. The character of the deaf mute decidedly predominates in this young man; we might even say that it masters blindness.\* All his movements are free and decided, whilst those of the blind are in general embarrassed and uncertain. He retains not the least gleaming of light, and his auditive perception is entirely wanting in the right ear; with the left he is able vaguely to distinguish a very loud noise, or a very sharp sound. I have, however, made the experiment several times of discharging percussion caps, at two paces' distance, but in the open air, without his perceiving it at all.

His touch is sure; but blunted by an employment which hardens the skin, it has not the delicacy which we observe in most of the blind. His sense of smell, though sufficiently acute, offers nothing worthy of remark. Such is the man whose education is about to occupy our attention. Some of the following details will bring to mind Laura Bridgman, the young deaf, dumb and blind girl, educated by Dr. Howe, at Boston, in the United States.

Every mother who teaches her child to talk, shows him objects and names them. This, the sole rational method, is the only one applicable here. But in the study of any language whatever, there is always an intermedium between the object and the senses, and

\* This distinctive trait in Meystre, proves at what age in life a man receives the most enduring influences.

when there remains nothing except the touch for the development of the individual, this intermedium must necessarily be palpable. The instrument employed with Meystre was a common alphabet in relief. The fact that the letters were moveable facilitated the comparison of the word with the object. Starting always from the known, I made him first touch a file, then the word *file*, and thus conducted his hand alternately from the object to the name, and from the name to the object. After having taken the word to pieces, I gave Meystre to understand that, to reconstruct it, the characters should be placed in a certain order. When he had seized my explanation, I closed this exercise and resumed it the next day. He had forgotten the order of the letters, a circumstance which often occurred in these first attempts. A slow progress was then necessary. To sustain the interest of the pupil, I took another alphabet exactly like the preceding but smaller, and thus showed him that it was necessary to pay attention to the form of the letters and not their size. Finally, I submitted to his touch some blocks in the form of parallelipipeds, on the base of each of which was a raised letter, by means of which he learned to write the word *file*. Relief upon paper became, in its turn, a new point of comparison with the object. But this variety was not sufficient to captivate longer this young man's attention ; he grew weary of an occupation of whose object he was ignorant. At the fourth lesson I presented him with a saw at the same time with the word. He examined them at first with a feverish attention, then his whole person became animated : almost beside himself, he showed me that these letters signified a saw and the first a file. The impression, which this discovery made upon his mind, agitated him for several days. From this moment, Meystre took his lessons with pleasure, and began little by little to ask, of his own accord, the names of the things which interested him. As soon as he knew several names, he was required to seek by himself the characters in the cases. Struck with the frequent recurrence of certain characters, he remarked their location, and in this way became familiar with the order of the alphabet. I then taught him the manual alphabet of the Abbé de l'Epée, and he was soon able to use it with ease. He often made an arbitrary arrangement of letters and jocosely asked if he had found the name of any object. Such is the result we obtained in the space of three weeks.

The observations to which the pupil was led by these simple exercises were to him events, and his moral being felt the influence thereof. The method which I followed was dictated to me by force

of circumstances, and rests on the same principle with that of the venerable father Girard. Thus, in teaching, as in the sciences, anomalies can open new paths.

Meystre being occupied in his lessons but one or two hours daily, the greater part of his time could be employed in manual labor; so, when he expressed the desire to learn the trade of a turner, we made the experiment, the success of which surpassed our expectation.\*

The rapid progress which he made led me to seek if it were possible to give him speech to a certain extent. Without reasoning long on the practical utility of this, I said to myself, if that be possible, success will have its own value, and the result will enable me to form a correct judgment on the subject. Here was a new route to open, the first steps of which would necessarily be difficult. I engaged in this work toward the end of the month of June, and will here give some details concerning the commencement. Placing one of Meystre's hands on my chest, I blew against the other, and then made him feel my throat while I pronounced the vowel *a*, directing him also to exhale a current of air from his lungs to cause the larynx to vibrate. In this way I obtained the first vowel. Then a new difficulty presented itself: the pupil opposed my endeavors, saying that those who could neither see nor hear were incapable of speech and that these efforts fatigued him. In this emergency, I had recourse to his sensual appetite, and the plan succeeded. Knowing his fondness for cigars, I promised them to him at discretion, if he would continue to be docile, and he willingly submitted to exercises which were the more difficult as he could see no utility in them. When, after repeated endeavors, I had succeeded in bringing his vocal organs to their proper position, he became able to pronounce with sufficient distinctness the vowels *a* and *o*. But in proceeding further, I met with obstacles which at first appeared insurmountable; for during fifteen days every attempt to make him distinguish the sound *ai* from that of *a* or of *o*, etc., failed, and I began to fear that it was only time lost. Inwardly convinced, however, of the existence of a law which in the apprenticeship of speech should supply to the touch what the movement of the lips was to the eye, I made a last effort, in the hope of discovering it. At last, when on the point of being

\* Fortunately, we found a skillful master who was so kind as to give him gratuitous lessons. We embrace with lively pleasure this occasion to express to Mr. Fridrich our sincere gratitude, hoping he will continue his attention to young Meystre.

discouraged, the recollection of what perseverance could accomplish, reanimated me, and I found that which I sought. This law being observed, the deaf mute immediately pronounced four vowels. To make ourselves familiar with the principle on which rests a second phase of Meystre's development, we must enter upon some rather dry details.

The sounds *a* and *o*, the first which he pronounced, form the basis of two series of vowels entirely distinct, and are the principal elements of speech; they are consequently found in all possible idioms. In theory, there are but these two vowels, and all the others, however numerous they may be, are but shades of these. We are treating here of the *sound* and not the *letter*.

In French one of these series of vowels is; *a, ai, é, i*; the other: *o, ou, eu, u*.\* If we follow this order in going from *a* and from *o*, we shall find that the tongue gradually rises, and likewise in following the inverse order descends. The play of the tongue being common to the two series, there exists in this respect no difference between them. The only one which is perceptible to the touch is the movement of the lips. In pronouncing the sounds in the category of *a*, the lips preserve their natural position and gradually approach each other as we advance in the ascending order; their inverse play operates in the inverse order, that is to say, descending. For the category of *o*, the lips assume the form of this letter, and gradually contract in advancing to the end, and *vice versa*. In a word, we might characterize them thus: the one as a *formation of sounds by the approaching, the other by the projection and orbicular contraction of the lips*. The principle once discovered, its application needed only patience and the invention of some means to render it palpable. I made four prisms of decreasing dimensions, the largest of which corresponded to the opening of the mouth, a little exaggerated, required for the pronunciation of *a*; the next smaller represented *ai*, and so on. Then, commencing with the first, I placed them successively between the teeth of the pupil, making him pronounce the corresponding sounds. The vowels of the series of *o*, were represented by four rings, of diameter corresponding to the four degrees of the opening of the mouth, and I employed them in the same way as the prisms. By this method, I immediately obtained the vowels which I wished; but it was not till after much practice that Meystre suc-

\* There is between *ou* and *eu* a difference in the movement of the tongue; which we shall speak of elsewhere.



ceeded without mechanical assistance.\* The method I pursued in leading him from these exercises to reading, was to him peculiarly interesting, inasmuch as he recognized in the letter *a* the form of the prism, and in the letter *o*, that of the ring, which he had used to enable him to pronounce these vowels. If, for example, I were endeavoring to make him read the letter *é* or *u*, I represented them as a 3 or a 4, which signified that in the first case, he should dispose his organs of speech as he would pronounce *a*, and then elevate the tongue three degrees: I followed the same plan for *u*. The idea which he formed of the vowels, was the ascending and descending movement of the tongue, simultaneously with the play of the lips and the vibrations of the larynx: but the musical nature of the vowels was unknown to him. Nevertheless, Meystre's case has suggested, in this latter connection, some observations which I propose to publish in another form.

The study of the consonants generally offered far fewer difficulties than that of the vowels. There were some which Meystre learned almost without effort, (as in the case of deaf mutes who see,) while other consonants, for example, *gne*, *ill*, or the *l'mouillé*, etc., presented obstacles which are, perhaps, insurmountable.

Notwithstanding the dryness of these exercises, the pupil willingly submitted himself to them; and when he grew weary it was easy to stimulate him by the promise that he would soon know their object. With this intention, I taught him the word *Ami*, which is the Christian name of one of our blind pupils, and each time that Meystre pronounced it, *Ami* approached him. The former observed him with surprise, and thus discovered, that by means of speech he could communicate at a distance. His joy was inexpressible, and from this moment he began, of his own accord, to read with a loud voice all the words he had learned.

The passage from the word to the phrase could not present any difficulties except in cases where an unfortunate example had been selected. I connected with the word *Ami* the verb *to hear* (*Ami hear*.) Examples such as the following, *The sphere is round*, would have been improper, first because they include an arbitrary word *is* which could not yet be explained, and secondly, because the qualities of the subject and of the predicate, that is, what is affirmed of the subject are the same.

\* I have employed this plan with a child of four years and a half who did not speak, although all the senses were in the normal condition, and I succeeded in overcoming this almost inexplicable dumbness.

The pupil reached this degree of development three months after his admission into our institution. Taking into consideration the difficulties he had to overcome, every one will acknowledge that such progress, on the part of this blind deaf mute, indicates extraordinary intelligence.

It remained to determine what was the best plan to pursue from this moment; but, in every case, the study of speech was to become, if I may so express myself, the regulator of the movement. Considering the age of Meystre, I resolved to conduct him rapidly to abstraction, to introduce him within a new horizon, before checking him with the details of grammar. A few words will give a complete resumé of this progress. When he had been taught the regimen of such phrases as these : *The mason builds walls; the baker makes bread*, etc., I passed by degrees to the different parts of speech; at first to prepositions and personal pronouns, then to adverbs, and lastly to conjunctions. In this undertaking I was more than ever convinced of the importance of a selection of examples, a point which can not be regarded with too much attention in elementary education, because definitions are not yet within the capacity of the child. The following is the method I adopted in explaining to Meystre the adverbs *to-day, yesterday, to-morrow*. One day I made him work a little longer than usual; in the evening, he brought me three little spheres; I then said to him, that he made them between the rising and the setting of the sun, and taught him the adverb *to-day*; he pronounced the sentence : *I have made three balls to-day*. The next day, he was occupied with the same employment ; but having worked a less amount of time, he brought in the evening only two spheres. To the question : *How many balls have you made to-day ?* he replied with the sentence learned the day before : *I have made three balls to-day*. On reflection, he comprehended the contradiction, and was not slow in seizing the true sense of the words *to-day* and *yesterday*. Finally, I made him understand that after having slept, he should turn some boxes, and he learned the word *to-morrow*. I afterward explained to him that *yesterday, to-day* and *to-morrow*, signified the same thing, with this difference, that between *yesterday* and *to-day* he had slept, and that between *to-day* and *to-morrow* he had not yet slept, but would sleep. The words *morning, noon* and *evening*, were more easily explained : the first as the expression of the moment when the sun rises and makes himself felt ; the second when the heat has attained its highest degree ; the third when it diminishes. The employment of the adjective as predicate presented, on account of the auxiliaries, a new kind of difficulties ;

but these, once overcome, were so, for all similar cases. I at first composed this phrase: *Edward isblind*, making of the auxiliary and adjective a single word; *isblind* (is blind.) I then wrote them separately, telling him that these two words expressed only a single idea, but that it was customary to write them apart. The same exercises were repeated with the words *deaf* and *dumb*, and on my substituting afterward the first person for the third, he understood and pronounced the sentence: *I am blind and deaf and dumb*. Seeing him at this moment, any one would have said that this truth, issuing from his mouth, was become still more a *truth*.

The winter had passed and spring (1846) appeared. I then made Meystre touch the buds, the leaves and the flowers. I said to him, in substance, that it had been cold, and that, for a long period, the snow had covered the fields and the trees; that then the sun had become warmer each day, had transformed the snow into water, had caused the leaves, the flowers and the plants to put forth, and that all this was called by one word, *spring*. I then made the application of it in the sentence *The leaves put forth in the spring*. He clapped his hands and jumped up and down for joy at having a *single word for so many things*; then calming himself, his person exhibited an indefinable expression, as if he had penetrated further into nature, and we clasped hands. It would be difficult to conceive of such joy without being a witness to it. In his demonstrations Meystre constructed the sentence: *In the spring the leaves put forth*.

Here commenced a new phase in the development of this young man; but to form a just idea of it, it is necessary to know certain points in his conduct which had previously transpired. We allude to the faults into which Meystre fell several times. If we mark them, it is to draw instruction from them: to omit them, would be to lose from this article its principal value.

Four months after his entrance into the Asylum, Meystre secretly took from us a piece of five batz;\* he denied it at first with some degree of assurance, but circumstances having betrayed him, he avowed the theft and excused himself by saying that it was not worth the trouble of speaking of it. I took from him his knife and the cigars which he had in his pocket, and shut him up in a room where I could observe him. Meystre immediately sought to go out by the window; but being prevented by the iron net-work, he returned to the door with the intention of forcing it. Finding that it

\* About fourteen cents.

resisted his efforts, he attempted, by means of a nail to tamper with the lock. New deception! He exerted all his energy in pushing back the bolt which, probably in a bad condition, yielded to his perseverance. Once free, he directed himself to his workshop, furnished himself with cigars and matches and returned to his prison. When questioned on this act, he protested that he had not gone out. The cigars testifying against him, he replied that the door opened of itself. At last he acknowledged the truth. When I wished to shut him up elsewhere, he opposed it, threw himself upon me with fury and pushed me back. I kept him under lock and key until he was better disposed, and from that time he has not stolen.

Long before the end of the year 1845, Meystre began to have his thoughts occupied with the first day of the year, which he designated as a man the top of whose head was furnished with horns. This singularity is explained by his recollections of infancy: he relates that when he was yet a little boy, he saw on this day masked persons running up and down the city with horns on their heads, and that the night was passed in eating and drinking. The nearer this moment approached, the more his agitation increased; all his thoughts were concentrated on this subject, and nothing, absolutely nothing, could turn them from it. To see a man subjugated to this degree by mere matters of sense is frightful, and never did this unfortunate young man inspire us with so much pity as at that period. The following anecdote will finish this picture: On New Year's day his mother sent for him, and brought him back herself at night-fall; some minutes afterward I missed him, though the gates of the enclosure were shut. For four hours I sought for him in vain throughout the city, and it was not till between ten and eleven o'clock that he was brought back to us, and then under the influence of wine. Some young people had met him in the street, and conducted him to an inn. The next day when I asked him wherefore and how he had gone out, he replied that not having found his companions immediately, he felt dull and took advantage of an open door to go out. But an unexpected circumstance aided in disclosing the truth: a rent in his garments excited suspicion as to the place where he had probably passed out. Being interrogated anew, he acknowledged having escaped by climbing over the fence, (which, with the wall it surmounted, was eight feet high,) and that one of the pickets had caused the accident. He had gone off without a guide to the distance of five or six hundred paces. Far from being grieved at his conduct, he showed himself decidedly untractable, and although shut up the whole day, he was quite as rebellious in the

evening as in the morning. This obstinacy appeared to me too certain a presage of a relapse, and the danger Meystre ran in going out alone was too imminent for me not to repress the first outbreaks of this spirit of independence. In order to decide a crisis in the character of this young man, I resolved to have recourse to extreme means. After having recalled to his mind his conduct on the evening before, and his falsehoods during the day, and expressed the sorrow he had occasioned me, I inflicted corporeal punishment upon him. This measure might, however, have appeared the more dangerous, inasmuch as he had said to me a short time before that to strike a man was an unworthy action; but in my determination, I had counted on his consciousness of guilt, and the issue justified my anticipations. If, in the cause of truth, I now ask myself, could not the same result have been obtained by milder means? I find myself unable to reply. I acknowledge, however, that the possible abuse of this kind of correction in education makes me detest it.

Meystre soon committed a new fault. One evening, I saw him walking before the cellar where some one was occupied in looking after the wine. I asked him if he had drunk any, and although he had received a glass of it from the housekeeper, his reply was in the negative. After some persistence, he acknowledged the act, saying that he had only accepted an offer, and consequently it was the housekeeper who should be chided, not he. Meystre's tendency to falsification began to give me much inquietude and I postponed the punishment till the next day. Then, explaining to him that an honest man does not utter falsehoods, I made him write and pronounce the word *lie*. I then shut him up, placing this word in his hand. He examined it several times and appeared to reflect. An hour after, when I returned to the room where he was, I found him much afflicted. I had not as yet, however, any positive proof that he had grasped the meaning of the word; but, a few days later, he applied it in a manner which left me in no doubt with respect to it. His companions having one evening told him, as he retired, that a great quantity of snow had fallen, he wished the next day to convince himself of the fact, and as it had melted during the night, he said to them with an animated voice: *Lie, no snow*.

Facts authorize us in saying that Meystre's principal fault was plucked up by the root as soon as he knew the name, and this result determined me to defer no longer the introduction of religious ideas, although till then carefully avoided in his lessons. The following facts will give an idea of the religious development he had

attained before I occupied myself with the matter. At his entrance into our establishment, the prayers of the blind children excited his mirth; but a single admonition sufficed to make him change countenance. Our young blind pupils, with whom he easily learned to converse, relate that he often asked them questions concerning the prayer, and that, among others, one evening finding them with their hands clasped, he asked them if they were speaking to the sun. The one whom he addressed, replied that they were speaking to some one like a man, who lived far on high. After a moment's reflection, the deaf mute informed himself whether it was necessary to cry very loudly in order to be heard. After reflecting again, he inquired if this being similar to men was also mortal like them. We have often had occasion to observe with what respect he was imbued for the sun, on account of its agreeable and beneficent heat, and he expressed his gratitude by saying that no one should ever shake his fist against this heavenly body.

We also found in Meystre the idea of the resurrection, without knowing how he obtained it. It is supposable, however, that it was communicated to him by his mother. I will here make an extract of a note from my journal on this subject. "On the seventh of February, (1846,) we took advantage of the fine weather to take a walk in the cemetery near the asylum. As I passed a grave stone with Meystre, I made him touch it. Hardly had his hand come in contact with the stone, than he recoiled as if struck with an electric shock, at the same time showing that a man had been buried there who would rise again and go up to the sky. At the same time his whole person became radiant with animation, and a heavenly brightness passed over him. A minute afterward he set himself to examining the epitaph carved upon it. With a joy beyond all expression, he attempted to decipher it, and succeeded in reading these words: *Here rests Julia*, of which he pronounced the first and the last. After I had explained to him the word *rest*, he said that the word *Julius* was not written with *ia* at the end, and that he did not know what this meant. To understand these observations, it is necessary to know that one of our blind pupils is called Julius, a name he had already learned to pronounce, but the feminine of which he did not know."

We have now come to that period where religious and moral ideas were associated with instruction in language. The idea of God was the object of the first step. To arrive at it I chose these

sentences: *Who made that bread? Of what is the bread made? Who made the flour? Whence came the grain? Who made the wheat to grow?* Meystre replied: *The sun. Who made the sun?* Seeing him perplexed by this last question, I disclosed to him the author of all things, designating Him as the being to whom men address their prayers. The joy diffused over his person was a mixture of reverence and emotion. The profound impression which he had just received was without doubt that of boundless satisfaction at having learned the name of him whom man adores, and at knowing him as the creator of the sun. He found it so natural that everything should have an author, that he was less surprised at the power of God than at the impotence of the miller who could not make the grain, and compared the latter to a man whose hands had been cut off, adding that they had been arrested in their work.

At this period, we began the conjugation of verbs, and I took the verb *to think* as the starting point, always making an application of its meaning in such phrases as these: *Man thinks. Things which do not live do not think. The man who prays thinks of God.* In proportion as he advanced in this direction, the character of his conversation gradually changed, rising from the original gross materialism to abstract ideas. Without any suggestion from others, he began to pray with a loud voice in the evening before retiring to rest. His prayer consisted in the repetition of the words: *Je pense a Dieu.* I think of God. Let any one imagine, if possible, my emotion, when I heard him for the first time performing this simple and impressive act of worship. I, one day, found him much occupied in concentrating the rays of the sun with a lens, and as I touched his hand, he said to me: *Je pense a Dieu, (I am thinking of God.)*

Meystre, in his reflections, frequently associated God and the sun: he once wished to know if the latter, at its origin, was as small as the head of a pin, or whether it had always been such as it is now; whether God is spherical like the sun, and how he sustains himself in space. The idea of a God under the form of a celestial body appeared to satisfy him better than that of a God like a man, because he could not reconcile the external attributes of the latter with the omnipotence of a Creator. As the embarrassment in which he found himself in respect to these particulars occasionally degenerated into pleasantry, prudence required that we should avoid this abyss by giving a new direction to his desire for knowledge. I kept him near me, one evening, until our young blind pupils were asleep, then conducted him to them and made him softly touch their

heads. Then I said to my pupil that these children were like the dead, that they were not thinking, but that God was thinking of them, that he was thinking of all men, that he thought always and never slept.

Many of the reflections of Meystre, which involuntarily recall certain passages in Cicero's treatise, *De natura deorum*,\* are not the only ones in which he entered into the views of the ancients. We also observed in him a disposition to personify the phenomena of nature. Thus after a strong north wind, which continued for several days, he asked *if the wind was not yet tired*.

I will dwell on but one of the conclusions which can be drawn from these facts; it has reference to general grammar. Does not the last peculiarity mentioned favor the opinion that, primarily, the subject of thought presents itself as an animated being, and consequently the predicate as the expression of its organic functions, as we see it in phrases which have a figurative sense, such as, *La nature sommeille; la brise soupire?* (*Nature slumbers; the breeze sighs.*) The predicates of the following examples: *L'arbre verdet, l'arbre seche, l'arbre est sec,* (*The tree is growing green, the tree is drying up, the tree is dry,*) express three phrases of the same activity. In the first case, the vitality is going on increasing; in the second diminishing; in the third it has ceased. Thus the predicate expressed by the auxiliary and the adjective, forms no exception to the general rule.

The verb *to think* suggested numerous questions to Meystre. He inquired whether animals thought and dreamed, and what was their

\* Lib. I. cap. 8. Audite, inquit non . . . neque vero mundum ipsum, animo et sensibus præditum *rotundum*, volubilem, ardentem *Deum*, portenta et miracula non disserentium philosophorem, sed somniantium.

Cap. 10. Nunc autem hactenus admirabor eorum tarditatem, qui animantem, immortalem, et eundem beatum, *rotundum esse velint*, quod ea forma ullam negat esse pulchriorem Plato.

At mihi vel cylindri, vel quadrati, vel con, vel pyramidis videtur esse formosior. Quæ vero tribuitur vitaisti *rotundo Deo?*

Lib. II., cap. 18. Interea, Vellei, noli, quæso, præ te ferre, vos plane expertes esse doctrine. Conum tibi ais et cylindrum et pyramidem pulchriorem, quam spheram, videri. Novum etiam oculorem iudicium habetis. Sed sint ista pulchriora dumtaxat adspectu: quod mihi tamen ipsum non videtur: Quid enim pulchrius ea figura, quæ sola omnes alias figuras complexa continet, quæque nihil asperitatis habere, nihil offensionis potest, nihil incisum angulis, nihil anfractibus, nihil eminens, nihil lacunosum?

Lib. I., cap. 17, 18. Sed ad hanc confirmandam opinionem anquirat animus et formam et vitam et actionem mentis, atque agitationem in Deo. Adde forma equidem partim natura esse admonet partim ratio docet.

(Reply of Cotta, chap. 27 to 37.)



language; whether children could think and speak from their birth, or whether it was necessary to teach these to them. The person to whom he addressed the first of these questions replied in the negative: he expressed himself grieved at it, because, as he said, ears, eyes and teeth, with a head void of thought, were nothing. Having dreamed one night that a wolf (the character of which he had learned through description) had attempted to devour him, he said that every dream was a lie; but that nevertheless to dream was to think a little, and that he took pleasure in it; *because it was always better to think a little than not at all*. In connection with this subject, he asked *if the dead had still the power of dreaming*. He estimates the worth of a man by the force of his mind, and the sagacity he shows in this respect is surprising.

For this reason, children have, according to him, a less intrinsic value than grown persons, and he once expressed this opinion when touching the corpse of a child two years of age. He seriously asked a person who happened to be there, if she felt disposed to weep; but without waiting for her answer, he added that this little boy had not thought enough to have his death excite tears. Meystre knows so well the character and abilities of those habitually around him, that he addresses to each the kind of questions to which they can best reply. On the arrival of a new pupil, he feels of his hands and head, and thus judges at first touch of his measure of intellectual capacity.

When in this peculiar instruction, I have met with any difficulty, I have always applied to nature to resolve it, and she has ever come to my aid. The obstacles presented by the employment of certain words, abstract in their signification, have disappeared as soon as their exact meaning was well understood. To arrive, for example, at the exact signification of the word *to support*, the way is not long, and I have partially pursued it with Meystre. After making him conjugate the verb *porter* (*to carry*) I suspended a weight to a stick, asking him: *Does the stick think?* Meystre: *No, it does not think*. Then I constructed the sentence: *The stick supports the weight. Do you think? Yes, I think*. Giving him the same weight: *Do you support the weight? No, I carry the weight*. I then brought the two sentences into comparison. Man carries. Things support. I stopped there for the time, waiting for circumstances to suggest the proper application of the word. It would then be explained to the pupil that man *supports* when sorrow or injustice rest heavily upon him as a weight, without his being able to shake

them off, he being similar under those circumstances to the stick which has no will. The comparison of language with the world of sense is a subject of great interest, and we cannot forget with impunity in all intellectual development, that sensible objects are the starting points.

We will now resume the thread of our narrative. Meystre has been in our house eighteen months. During this interval, his mechanical talents have been developed in a remarkable manner. He is able to turn fire screens, salt-cellars, boxes, balls, cases, etc., with the taste and exactness of a good workman who can see, and no one leaves him without admiring his skill. He demands of others the same care and the same perfection, and when, for example, the young blind pupils lay the ground work of straw matting obliquely, Meystre ironically observes to them that they understand nothing of the level. The habits of order and propriety which distinguish him might serve as a model. The proceeds of his manual labor, at shop prices, would, at present, meet about the third part of the expense of his maintenance.

In respect to language, Meystre is on the point of endeavoring to construct sentences, and his attempts are generally very logical. Thus, instead of saying; *Nous écrivons* (we write) he says: *Nous plumons*, (we pen,) and *Vous menson gez*, (you falsehood,) for *vous mentez* (you tell a falsehood or you lie.) He comprehends the difference between pronunciation in a *low* voice and any other, and I take advantage of it not to fatigue his lungs too much. His articulation is sufficiently distinct to enable even persons who are not accustomed to it, to follow it. In order to increase his means of communication, we have taught him the manuscript alphabet: we trace the letters with his finger on the palm of his hand, or on a table, making him pronounce them at the same time. The speech of the deaf mute serves here to mark the operation.\* The use which this deaf mute has learned to make of articulation shows of what value it is to him. One evening, when he retired, he said to us: *Sleep well*. On my inquiring of whom he had learned this sentence, Meystre referred me to a young domestic. Surprised, I interrogated her on the subject, and she told me that Meystre frequently met her as he passed about the house, and stopped her from time to time, to enter into conversation. As she did not understand him, he seized her hand, pronounced

\* This plan was suggested to me by Mr. Kosel, director of the Institution for the Deaf and Dumb at Frankfort on the Maine.

letters, and taught her to make the corresponding signs of the manual alphabet. Thus the blind deaf mute instructed this girl in dactylogy. Initiated in this language, she in her turn taught new words and new phrases to her master.

The change in Meystre's existence, though so complete, has not altered the affection he entertained for his family, especially to his mother and his deaf-mute brother, of whom he speaks often. The latter also expresses great satisfaction that Edward is receiving an education, and during a visit which he made him, he wrote these words to me: *My brother is very feeble in mind, but he makes progress.*

Among the numerous incidents which characterize the development of this young man, there is one which especially testifies to the power which one idea, responding to the wants of human nature, can exercise over a heart simple and exempt from vice. About a year after the theft committed by Meystre, a blind boy took some batz\* from one of his companions. Questioned in his turn, Edward said, with a solemn air, that he was innocent; that this consciousness rendered him happy, and that he would not steal more because that God knew his thoughts. In his agitation, he went out as if to reflect, returned in a few minutes, addressed himself to the guilty boy, related to him the theft, and asked him if he was not the author of it. Struck with the hesitation with which he replied, he questioned him anew, and in so earnest a manner, at the same time exclaiming: *Lie, God*, that the young blind boy in his embarrassment pushed him back and betrayed himself by this roughness of manner.

Such a pupil reacts necessarily on the master who instructs him, and as, in this instruction, ideas take so positive a character, the master is led in like manner to render an account to himself of the definite object he proposes to attain. Many have asked me what this object is. The question suggests another: Why are we here below? Is not the world a visible thought, and should it not be in accordance with this thought that ours should be developed, in order that we may be able to comprehend another creation, that which is summed up in Jesus Christ? To explore with Meystre the truths of the gospel is a work, the result of which I abstain from prejudging.

\* A batz is a coin worth nearly three cents.

(We find some farther details concerning Meystre in the Third Report of the Institution, bringing down the progress of his instruction to the year 1850. They are too interesting to be omitted.)

"In responding to your request to know further of Meystre's case, I shall confine myself scrupulously to the facts observed in the development, always interesting, always instructive, of this young man. Persons in his condition seem to be particularly destined to throw light upon man and upon his interior nature. Hence those to whom such beings are confided have, so to speak, a sacerdotal office to fulfil towards society. Woe to them if they abuse it in departing from the truth. A small number of details will suffice to characterise the interior life of Meystre.

"An orator has well said that time has made an alliance with truth. Often new and luminous ideas show themselves suddenly, like flashes, with Meystre. It is those ideas that must be seized and preserved, either for the interest of his own development, or for that of psychology in general. But that they should become fixed in him, it is necessary to return to them often and for a long time. Hence, though Meystre is in the strength of youth, and capable of great efforts, he requires time, and even much time to mature his ideas; and it is this that I would express in recalling the sentence, —Time has made an alliance with truth.

"Here is one of those spontaneous ideas of which I was just speaking. Being occupied one day with the attempt to teach the young blind and deaf-mute girl to speak, Meystre remarked with a sign of contempt, that she had no intelligence, and that nothing could be done. But after an instant of reflection, this contempt changed to sadness: "Jeanne does not think of God," said he, locking his hands on his heart in sign of sorrow. He reflected again; the convulsive movement of his lips announced that his mind was painfully occupied. The physiognomy again changed suddenly: beaming with joy he rose and repeated: "Jeanne does not think of God, but God thinks of her, and that is enough."

"On the death of the mother of Meystre, which happened a few months since, a new horizon has opened before him, and after a period of dejection, his religious sentiments have become much developed by this circumstance, Day before yesterday, he related to

us that he had dreamed several times that his mother came to embrace him; that he then awaked, and not finding her near him, burst into tears."

I composed for Meystre the following prayer :

" My God, I worship thee. Thou hast made the heavens, the earth and the sea, and all things that are in them. Thou hast formed my body with wisdom and hast given me an immortal soul, I thank thee for that, I can work with my hands, and for that I can think of thee. I am grieved that I have offended thee by committing sins. Forgive me my sins, and receive me into Heaven when my last hour shall come."

" The first part of this prayer gave him much pleasure; but the second, that is, the part beginning with, " I am grieved," &c., profoundly agitated and tormented him. This determined me to abandon it, and to stop with the preceding phrase. By reflecting on the symptoms which I have just reported, you will comprehend that they are a call to the gospel, towards which I have made the first step with Meystre. During four years I have sought the point of departure in this instruction, and since I have found it I feel myself humbled that I had to seek so long for an idea that seems to present itself even to the most superficial examination. The method which I follow in this special case, to teach the gospel, will make the subject of another report."

( H. )

We know not whether the teacher of the deaf mute school of Strasburg is a relative of the Professor of that name whose system of instruction created such a sensation twenty-five or thirty years since. It is evident, however, that the teacher of Strasburg follows quite closely the method proposed by his distinguished namesake; and the preface to the Abridgement of Scripture History, (the preface written by Mr. Desiré Ordinaire, (the same who had been Director of the Royal Institution of Paris for the Deaf and Dumb,) prescribes *by authority*, to the primary schools of the department that mode of teaching children to read recommended by Prof. Jacoutot, e. g., beginning with the title, the teacher points out the word *abridgement*, and makes the pupil repeat it after him, and then successively each word, till the pupil can repeat each from memory. He then passes to the title of the first chapter, and to the first sentence, "God made the world in six days," the pupil repeating each word from memory, and by recollecting its order in the sentence, pointing out each word when required. If he errs, he is made to begin with the beginning of the sentence, and place his finger on each word in succession as he repeats it, till he comes to the one required. Gradually the pupil will learn to recognize the words by their general appearance, before as yet knowing a single letter. It is not till after he has thus committed to memory several sections of the book, and can recognize by the eye each word in them, that he is introduced to the analysis of words into letters.

Without intending here to express a decided judgment on the merits of this method, we may observe that the end would probably be attained sooner by using a collection of short words, so arranged as to lead the pupil early to remark, of himself, the similarity of appearance corresponding to similarity of sounds and syllables,—e. g., cap, cat, can, map, mat, man. hat, pan, etc.



